

CONSOLIDATED FEDERAL PROGRAMS

Missouri Department of Elementary and Secondary Education

Title I.A: Programs for Educationally Disadvantaged Students

Title I.C: The Migrant Education Program (MEP)

Title II: Dwight D. Eisenhower Professional Development

Title IV: Safe and Drug-Free Schools and Communities

Title VI: Innovative Education Program Strategies

Class-Size Reduction Program

Administrative Manual

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

D. Kent King, Commissioner

Dee Beck, Coordinator, Federal Programs

Shawn Cockrum, Director, Federal Grants Management

Mike Alexander, Director, Federal Instructional Improvement

Bette Morff, Director, Federal Financial Management

Federal Programs

P.O. Box 480

Jefferson City, MO 65102-0480

Phone: 573-751-3468

Fax: 573-526-6698

<http://www.dese.state.mo.us/divinstr/fedprog>

For ListServ information contact: rrook@mail.dese.state.mo.us

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Introduction

This consolidated guidelines manual provides administrative information for the following federal programs:

Title I.A: Programs for Educationally Disadvantaged Students

Title I.C: The Migrant Education Program (MEP)

Title II: Dwight D. Eisenhower Professional Development

Title IV: Safe and Drug-Free Schools and Communities

Title VI: Innovative Education Program Strategies

Class-Size Reduction Program

Entire IASA text:
[www.ed.gov/
legislation/ESEA/
toc.html](http://www.ed.gov/legislation/ESEA/toc.html)

Reauthorized in 1994 under Public Law 103-382 as Improving America's Schools Act (IASA), these programs were originally authorized under the Elementary and Secondary Education Act (ESEA) of 1965 (Public Law 89-10), the first major program of federal assistance to our nation's public elementary and secondary schools. These programs assist school districts in meeting the National Educational Goals.

Missouri Consolidated State Plan:
[www.dese.state.mo.us/
divinstr/fedprog/
instrucimprov/](http://www.dese.state.mo.us/divinstr/fedprog/instrucimprov/)

In keeping with Missouri's Consolidated State Plan submitted to the U.S. Department of Education, the Department of Elementary and Secondary Education (DESE) has designed a consolidated application for Titles I, II, IV, VI, Class-Size Reduction, and Migrant Education. We have made a sincere effort to simplify the school district's submission of required information and to make the application procedure more accessible through an automated application. The alignment of federal project expenditures to the Missouri School Improvement Program (MSIP) standards and indicators will directly link these projects to the goals and strategies of a district's Comprehensive School Improvement Plan.

The remaining sections of this manual provide general guidelines applicable to all of the consolidated programs and program-specific guidelines that describe requirements of individual programs in the consolidated application.

Periodically there will appear a bold **NOTE:** with a corresponding box of information. These indicate crucial requirements or information that all educators need to know and remember. Failure to abide by them can result in loss of federal education funds.

The  indicates more information on the subject can be found in this manual. Where appropriate, page numbers have been given.

The  indicates more information on this subject can be found in the handouts that accompanied this manual.

Key Terminology

It is important to understand how educators and educational statutes use certain terms.

Additional Funds - Each year, DESE is required to distribute 30 percent of its Title IV grant award to school districts with the greatest need for additional safe and drug-free community services. The number of those districts so identified by DESE may be no more than 10 percent of the total number of districts in Missouri.

Administrative Costs - Expenditures associated with the management of a program or programs. No more than eight percent, three percent of Class-Size Reduction, of each applicable program's budget may be pooled for administration.

At-Risk - School-aged youth who are at risk of academic failure, have drug or alcohol problems, are pregnant or are parents, have come into contact with the juvenile justice system in the past, or are at least one year behind the expected grade level for the age of the youth, have limited English proficiency, are gang members, have dropped out of school in the past, or have high absenteeism.

Attendance Area - The geographic area served by a particular school.

Bypass - An arrangement with the U.S. Department of Education, wherein nonpublic schools contract with an agency other than a public school for educational services.

Carryover - The portion of the allocation not expended during the grant period.

The maximum amounts of carryover are:

- Title I: 15 percent of expenditures as of September 30. This limitation only applies to districts with an allocation of \$50,000 or more. The district may request a waiver from DESE every three years if it can demonstrate good cause.**
- Title IV: 25 percent of expenditures as of June 30. The district may request a waiver each year if it can demonstrate good cause.**

Information for
School auditors at:
www.cfda.gov

Catalog of Federal Domestic Assistance (CFDA) - A government-wide compendium of federal programs, projects, services, and activities. It identifies financial and non-financial assistance programs by a standard code.

Certified Staff - School personnel who possess required qualifications to teach or administer.

Missouri Comprehensive School Improvement Plan Handbook:
www.dese.state.mo.us/divschsvc/msip

See *Show-Me State Plan*:
www.dese.state.mo.us/standards

Comprehensive School Improvement Plan (CSIP) - A written document, deriving from the needs of the district and the results of a school improvement process, that outlines a district's goals, objectives and activities with respect to the overall goal of helping all students achieve to high standards.

Core Disciplines - The six content areas set forth in the Show-Me Standards: Science, Health/Physical Education, Communication Arts, Fine Arts, Mathematics, and Social Studies.

Distinguished Schools [Title I]- A designation made of schools which for three consecutive years:

- have exceeded the state's definition of adequate progress
- have virtually all students meeting the state's advanced level of student performance
- demonstrate significant improvement of gender equity in student achievement

Encumbrance of Funds - See **Obligation of Funds**

Equipment – Repairable items that are electrical or mechanical in nature costing \$1000.00 or more per unit/set.

Excess funds - Carryover funds that exceed the maximum carryover limitation. NOTE: For Title I purposes, this is applicable to LEAs with allocations of \$50,000 or more.

Expenditure of Funds - Payment for obligations made during a fiscal year.

FERPA - The Family Educational Rights and Privacy Act of 1974 provides parents the right to have some control over the disclosure of information about their children, and requires the school district to obtain parental permission for students to participate in the Safe and Drug-Free Schools and Communities Survey.

Final Approval - A determination made by the Director of the Federal Grants Management Section that the consolidated application is complete and acceptable.

 See Substantially
Approvable

FTE (Full-Time Equivalency) - The amount of time for a less than full-time activity divided by the amount of time normally required in corresponding full-time activity. Full-time equivalency usually is expressed as a decimal fraction to the nearest tenth. As a data element in the consolidated application, FTE refers to salaried positions or those paid on an hourly rate rather than those receiving stipends for one-time events.

Hold-Harmless [Title I] - The percentage of a given fiscal year's allocation guaranteed to a school district the following fiscal year.

www.dese.state.mo.us/divinstr/fedprog/relatedprograms

House Bill 474 - State Exceptional Pupil Aid paid to school districts operating specialized reading instructional programs and used to pay a portion of a reading teacher's salary. These programs may be locally or Title I-funded and are subject to established guidelines.

MSIP Standards & Indicators Manual:
www.dese.state.mo.us/divschsdc/msip

Indicators - Specific, measurable objectives that determine a school's compliance with a given MSIP standard.

 See pages 30-31,
and 57

Instructional Assistants – Non-certified staff who work under the direct supervision of a certified teacher

www.dese.state.mo.us/divschsdc/msip

Missouri School Improvement Program (MSIP) - A process through which school districts are evaluated based on 17 classification standards.

 See Resource,
Process, and
Performance
Standards

Missouri School Improvement Program (MSIP) Standards - The 17 classification standards against which school districts are evaluated. They are grouped into Resource, Process, and Performance Standards.

 See page 10

Multiple Attendance Area - A district in which two or more buildings have overlapping grade spans.

Obligation of Funds - An order, a contract or grant awarded, a service, or similar transaction during a given period that requires payment by the recipient during the same or future period. Funds may not be obligated before July 1 or the substantially approvable date, whichever comes later.

Performance Standards - One of three areas into which MSIP standards are grouped; these deal with student outcomes (e.g., academic achievement).

Planning Matrix - A chart showing the relationship of the federal programs included in the consolidated application to the standards and indicators of MSIP, and whether a given program's funds may be used to support a particular activity.

Process Areas - See **MSIP Standards**.

Process Standards - One of three areas into which MSIP Standards are grouped; these deal with the “how” of schooling (e.g., Instruction, Professional Development).

Reallocated Funds - Funds redistributed among eligible entities.

Resource Standards - One of three areas into which MSIP standards are grouped; these are quantitative and reflect the “what” of schooling (e.g., Program of Studies, Class Size).

Resource Teacher [Title I] - Staff that work through the classroom teacher to provide assistance to eligible students; may be involved in instructional diagnostic evaluation, student assessment, curriculum development or selection, and in promoting greater parental involvement.

 See pages 30-31

See *Show-Me State Plan*:
[www.dese.state.mo.us/
standards](http://www.dese.state.mo.us/standards)

Show-Me Standards - Academic criteria that outline the knowledge, skills and competencies that all Missouri students are expected to reach. They are grouped into Knowledge (content) and Performance (process) Standards.

Single Attendance Area - A district in which no buildings have overlapping grades.

 See MSIP
Standards and
Show-Me
Standards

Standard - A clearly defined statement specifying the characteristics or abilities expected of an individual or organization.

 See Final Approval

Substantially Approvable - The consolidated application is considered to be in substantially approvable form when all of the required items, as listed on page 9 of this manual, have been received by DESE. School districts may begin to obligate funds as of the date on which the final required item is received by DESE. The application may not yet have been given final approval, however.

Underfunded Activities - *This practice is no longer recognized by DESE.*

 See page 11

Unneeded Funds - An amount, restricted to no more than five percent of Titles II, IV, or VI total funds, which the LEA may request to transfer to another program.

ACRONYMS

ARC	Assessment Resource Center
AYP	Adequate Yearly Progress
BOA	Breakdown of Allocation
CFDA	Catalog of Federal Domestic Assistance
CFR	Code of Federal Regulations
COE	Certificate of Eligibility
CSIP	Comprehensive School Improvement Plan
DESE	Department of Elementary and Secondary Education
DSIC	Department School Improvement Committee
ECIA	Education Consolidation and Improvement Act
EDGAR	Education Department General Administrative Regulations
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
FER	Final Expenditure Report
FERPA	Family Educational Rights and Privacy Act (1974)
FIF	Family Interview Form
FTE	Full-Time Equivalent
GED	General Education Diploma
GEPA	General Education Provisions Act
IASA	Improving America's Schools Act (1994)
IDEA	Individuals with Disabilities Act
IEP	Individualized Educational Plan
LEA	Local Education Agency
LEP	Limited English Proficiency
MAP 2000	Missouri Assessment Project
MEP	Migrant Education Program
MSIP	Missouri School Improvement Program
N or D	Neglected or Delinquent
PAC	Parent Advisory Council
PAT	Parents As Teachers
PPP	Practical Parenting Partnerships
SDFSC	Safe and Drug-Free Schools and Communities
SEA	State Education Agency
SWP	Schoolwide Program

General Guidelines

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Comprehensive School Improvement Plan

MSIP Standards:
[www.dese.state.mo.us/
divschsdc/msip/](http://www.dese.state.mo.us/divschsdc/msip/)

Districts applying for funding under the Consolidated Application for Federal Programs must integrate the intended uses of federal funds covered under these programs into their Comprehensive School Improvement Plan (CSIP) required under the Missouri School Improvement Program (MSIP). This will help ensure long-range planning for use of the federal funds and targeting the funding to the district's identified needs. At the strategy level, districts must identify the MSIP Standard and Indicator (for example, Standard 7.2) for strategies that include federal resources. Additionally, districts must describe, either as part of the CSIP itself or in an annual operational plan linked directly to the CSIP, the action steps/activities to be taken to implement each strategy and specify the federal funding source.

Supplementing State and Local Funds

Titles I, VI (including Class-Size Reduction), and Migrant Education Program (Title I.C.) funds may be used only to supplement, not supplant, the level of funds that would be made available from nonfederal sources in the absence of these funds. The school district must maintain the level of funding in participating schools it would have maintained had Titles I, VI, and Title I.C. funds not been available.

NOTE:

Districts are required to maintain documentation to verify that supplanting does not occur.

Examples of expenditures that would be considered supplanting

include, but are not limited to:

- payment for a service such as counseling that replaces a service that was provided with state or local funds the previous year**
- payment of a salary for a teacher or counselor who was paid with state or local funds the previous year, unless the district fills an additional position**
- purchase of instructional materials concurrent with a reduction in local and state expenditures for learning materials**

If a supplant finding is made, the school district will be required to pay for the services which supplant state and local services from its own funds or refund to the federal government the amount of funds expended in violation of this policy.

Maintenance of Effort

www.ed.gov/legislation/ESEA/Title_I/fiscal.html

School districts may receive funds under Title I, Part A; Title II; and Title VI without penalty only if the combined state and local expenditures for free public education for any fiscal year was not less than 90 percent of the combined state and local expenditures for the prior fiscal year. DESE determines maintenance of fiscal effort using data from the Annual Secretary of the Board Report. School districts failing to maintain fiscal effort and not wanting to be penalized may apply for a waiver.

Application

School districts applying for funds must annually submit an application.

NOTE:

Funds may not be obligated for a given year until July 1 or the date a substantially approvable application is received by DESE, whichever comes later.

Federal Application:
www.dese.state.mo.us/divinstr/fedprog/

To be in substantially approvable form, the school district must have submitted all of the components of the application. Those components are:

- **Consolidated application including:**
 - ⇒ **Title I eligibility information**
 - ⇒ **Title I breakdown of allocation**
 - ⇒ **Assurances page**
 - ⇒ **Technology request for Title I**
- **Gun-Free Schools report (June cycle of Core Data)**
- **Nonpublic forms for Titles I, II and IV, if applicable**
- **Title I Neglected and Delinquent form, if applicable**
- **New lease purchase agreements, if applicable**
- **New Schoolwide Plans, if applicable**

If required components are received by DESE separately, the approval date will be that in which the final component is received. For districts serving nonpublic schools with Title I funds, the application will not be approved unless services for them have been budgeted, or documentation indicates that services were declined, except for school districts on the bypass provision.

Obligation of Funds

School districts may use grant funds only for obligations made during the grant period. The following table shows when an obligation is made for various kinds of property and services.

IF THE OBLIGATION IS FOR--	THEN THE OBLIGATION IS MADE--
<ul style="list-style-type: none">• Acquisition of real or personal property	<ul style="list-style-type: none">• On the date the school district makes a binding written commitment to acquire the property
<ul style="list-style-type: none">• Rental of real or personal property	<ul style="list-style-type: none">• When the school district uses the property
<ul style="list-style-type: none">• Personal services by an employee of the school district	<ul style="list-style-type: none">• When the services are performed
<ul style="list-style-type: none">• Personal services by a contractor who is not an employee of the school district	<ul style="list-style-type: none">• On the date on which the school district makes a binding written commitment to obtain the services*
<ul style="list-style-type: none">• Performance of work other than personal services	<ul style="list-style-type: none">• On the date on which the school district makes a binding written commitment to obtain the work
<ul style="list-style-type: none">• Public utility services	<ul style="list-style-type: none">• When the school district receives the services
<ul style="list-style-type: none">• Travel	<ul style="list-style-type: none">• When the travel is taken

* If this commitment is made before the grant period, the district must include in the commitment letter or contract the following type of statement: "The provision of payment for these services is contingent on the availability of federal funds and approval for the use of those funds by DESE."

Administrative Pool

The administrative pool provides additional flexibility for districts to use all available resources to administer their programs.

Administrative costs are limited to no more than eight percent of the amount budgeted for Titles I, II, IV, and VI (excluding dollar amounts budgeted under 6500 and 6600). Districts may use up to three percent of the Class-Size Reduction approved budget for administrative costs. No Title I.C. funds may be used for administrative costs.

If the school district elects to exclude a particular program from the administrative pool, no federal funds may be expended for administration of that program, except for the Title I.C. which can be administered with Title I funds.

NOTE:

In the district's Core Data Collection System, a program code of 21 must be used to designate the source of funds for salaries or stipends paid to any person from the administrative pool.

All partially funded FTEs must maintain time and effort logs.

The following graphic may aid districts concerning the appropriate use of funds for administration or coordination.

<u>ADMINISTRATION</u>	<u>COORDINATION</u>
<ul style="list-style-type: none">• Helps develop plans and application• Supervises staff• Oversees budget• Monitors implementation• Understands and informs staff of legal requirements• Helps develop strategies• Monitors program evaluation	<ul style="list-style-type: none">• Plans strategies• Provides technical assistance• Provides professional development• Develops and showcases model curriculum/lessons and teaching practices• Mentors for teachers• Does not evaluate professional staff• Organizes and conducts program specific activities• Assists with program evaluation
Funding Sources	Funding Sources
Indirect Cost Administrative Pool	Program Funds Indirect Cost

Indirect Costs

<http://ed.gov/offices/OCFO/FIPAO/abouticg.html>

Indirect costs are calculated by multiplying total direct costs, less costs for capital outlay and interest, by the approved school district indirect cost rate. School districts may use no more than the restricted indirect cost rate for Titles I, VI, and Title I.C. School districts may use no more than the unrestricted cost rate for Titles II and IV.

Budget Amendments

A school district may amend the approved budget up to four times throughout the year. DESE will not accept any written requests for preapprovals.

Unneeded Funds

The school district may determine that funds under Titles II, IV, or VI are not needed. With DESE written approval, the school district may use up to five percent of its allocation from any of these programs for the purposes of Titles I, II, IV, or VI. The school district may not obligate unneeded funds until DESE approval is granted in writing.

A school district having unneeded Title IV funds in the first preceding fiscal year will not be considered for additional Safe and Drug-Free Schools and Communities (SDFSC) funds in the current fiscal year. Districts accepting additional SDFSC funds may not claim to have unneeded Title IV funds in the fiscal year in which they receive those additional funds.

Districts, individual schools, or consortium of schools may use a total of not more than five percent of the funds received from the included federal programs to establish and implement a coordinated services project. Districts must submit an application and plan to the U. S. Secretary of Education. For additional information, contact the Director of Grants Management.

Final Expenditure Report (FER)

See Consolidated
Application at:
[www.dese.state.mo.us/
divinstr/fedprog](http://www.dese.state.mo.us/divinstr/fedprog)

A school district with an approved project must submit the FER no later than 30 days after the ending date of the project.

Cumulative transfers among approved object codes may not exceed 10 percent of the currently approved total budget within each of the approved programs. Expenditures in excess of the approved budget or of the allowable variations must be paid for with local funds.

Payment Schedule

Funds will be transferred according to a payment schedule based on the approved budget. The final payment will be transferred upon DESE approval of the Final Expenditure Report (FER).

Accounting Requirements

*Missouri Financial
Accounting Manual:*
[www.dese.state.mo.us/
divschsfc/finance](http://www.dese.state.mo.us/divschsfc/finance)

Separate and identifiable accounting records for receipts and expenditures in each program must be maintained. The school district may not commingle funds under Titles I, II, IV, VI, Class-size Reduction, and Title I.C., except as they are used in a schoolwide program or an administrative pool. When funds are used in a schoolwide program or an administrative pool, the school district must develop a separate source code for reporting expenses to each of these fiscal pools.

Program Records

All records must be retained:

- for three years after the close of the fiscal year in which funds were expended
- until any pending audits have been completed
- until all findings and recommendations arising from audits or monitorings have been completely resolved.

Documentation Related to Payment of Staff

All federally funded FTEs must be recorded on Core Data. FTEs must be consistent with the approved application. Districts must keep documentation for partial FTEs and for individuals receiving stipends.

See Publications and
Forms at:
[www.dese.state.mo.us/
divinstr/fedprog/
grantmgmnt/](http://www.dese.state.mo.us/divinstr/fedprog/grantmgmnt/)

Districts must complete the Single Funding Certification Form twice a year and keep on file in the district to certify that all full-time staff funded from a single federal funding source or from an established funding pool (such as the administrative pool) are conducting activities consistent with the purposes of the funding sources.

Inventory Control

*Missouri Financial
Accounting Manual:
www.dese.state.mo.us/
divschsvc/finance*

All capital outlay costing \$1000 or more per unit/set are subject to specific inventory management and control requirements as follows:

1. Items acquired using federal monies shall be physically marked by source of funding and acquisition date.
2. Inventory must be current and available for review and audit. The following information must be included to be in compliance:
 - a description of the property, including manufacturer's model number, if any
 - manufacturer's serial number or other identification number
 - identification of the funding source under which the property was acquired
 - acquisition date and unit cost
 - source of property (company name)
 - percentage of federal funds used in the purchase of the property
 - present location, use, condition of the property, and date the information was reported
 - all pertinent information on the ultimate transfer, replacement, or disposition of the equipment
3. Inventory must be updated as items are purged or new purchases are made.
4. Adequate safeguards must be in effect to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated and fully documented. The school district is responsible for replacing or repairing lost, damaged, destroyed, or stolen property. If stolen property is not recovered, the school district should submit copies of the investigative report and insurance claim to DESE. Replaced equipment is automatically considered Title I, II, IV, VI, or Title I.C. equipment and should be inventoried accordingly.
5. Adequate maintenance procedures must be implemented.
6. A physical inventory of items must be taken and the results reconciled with the inventory records at least once every two years.

NOTE:

Reconciling the inventory at least once every two years updates and verifies the records on file.

Disposition of Capital Outlay

Equipment with an acquisition cost of **less than \$2,000** which is at least five years old and no longer effective may be purged or transferred to the school district at no cost upon DESE approval. Records of transferred equipment must be retained for three years from date of transfer.

The written request to purge or transfer must include:

- **item**
- **date of acquisition**
- **original cost**
- **reason for purge or transfer**
- **anticipated use**

School districts must request from DESE disposition instructions for capital outlay with an acquisition cost of **\$2,000 or more** per unit.

School districts given permission to purge equipment less than five years old will not be given approval to purchase similar equipment until the five-year period has ended.

Materials and Supplies

Except for summer programs, purchases of materials and supplies should be completed by March 31.

Complaint Resolution Procedures

See Publications and Forms at:
www.dese.state.mo.us/divinstr/fedprog/grantmgmnt/

School districts must have board-adopted the DESE Standard Complaint Resolution Procedure for IASA programs. These procedures are used to resolve allegations of violations of requirements under the federal programs. The procedures should be made known and a copy maintained in each building. DESE has adopted written procedures in the event that a complainant disputes a school district decision.

NOTE:

Districts must annually disseminate the complaint procedures to parents of students and appropriate private school officials or representatives.

Copies of these procedures are available upon request to the Director of Federal Grants Management Section.

Fiscal and Compliance Audits

All school districts must arrange for an independent audit of their records, at least biennially, and provide a copy of the audit to the DESE School Finance Section by October 31 following the audit period.

Monitoring

Each district will be required to complete and submit a Self-Monitoring Checklist to the Federal Grants Management Section in September of the school year the district is scheduled for an MSIP review. DESE staff will monitor, on the MSIP review cycle, those districts receiving an allocation of more than \$600,000 in any one federal program, districts that did not submit a Self-Monitoring Checklist, and a sample of other districts selected at random.

Districts scheduled for an MSIP that have achieved Adequate Yearly Progress in both math and communication arts must submit a Self-Monitoring Checklist but will not receive an on-site monitoring visit.

Participation of Private School Children

 Additional guidance: refer to program specific guidelines under Title I, Title I.C., and Title VI: Class-Size Reduction.

School districts must make available equitable services to eligible private school children, their teachers, or other educational personnel. Districts must ensure that total expenditures, less administrative costs, are equal on a per-pupil basis. Services to nonpublic school children must be performed on public or neutral grounds.

Before making any decisions affecting nonpublic participation, school districts must engage private school officials in timely and meaningful consultation. Documentation of consultation must be kept on file.

Control of Public Funds

The public school district controls funds, employment, and contracts used to provide services to nonpublic students.

NOTE:

No funds may go directly to the nonpublic schools.

Services shall be provided by employees of a public agency or through contract with an individual, association, agency, or organization independent of the private school and any religious organization. The district makes the final decisions with respect to the services provided to nonpublic children with federal funds from the consolidated federal programs.

Suspension of Approval

When DESE finds that a school district receiving funds under a federal program has failed to comply with legal requirements or with the approved application, corrective action must be taken immediately and documentation must be submitted to DESE within a reasonable period of time (generally within two months).

Failure to respond adequately with submitted documentation of corrective action will result in either or both of the two following actions:

- suspension of further payments for the noncompliant program until appropriate documentation is provided,**
- denial of the use of funds for all or part of the cost of the program activity not in compliance.**

Title I. A: Helping Disadvantaged Children Meet High Standards: Specific Guidelines

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Legislative Purpose

[www.ed.gov/legislation/
ESEA/sec1001.html](http://www.ed.gov/legislation/ESEA/sec1001.html)

Title I.A: Programs for Educationally Disadvantaged Students was enacted to break the self-perpetuating cycle of poverty by providing supplemental instructional services necessary for educationally deprived students. The key elements of the reauthorized Title I focus on high standards for all students, enriched and accelerated instruction, decentralized decision making, improved accountability, strong professional development, coordination and integration of services, expanded family involvement, extended learning time, and early intervention.

District Allocations

[www.dese.state.mo.us/
divinstr/fedprog/
financialmanagement/](http://www.dese.state.mo.us/divinstr/fedprog/financialmanagement/)

DESE will compute and disseminate the allocation for each school district. The allocation for the district may contain the following: Basic Grant, Concentration Grant, Grant for Neglected Children, Grant for Delinquent children, Capital Expenses (bypass school districts only), Bypass Withholding (bypass school districts only) and Accountability Grant.

Eligibility for the Basic Grant requires an LEA to have a poverty count of at least 10 students **and** a minimum of 2 percent economic deprivation. Eligibility for the Concentration Grant requires either a poverty count of 6,500 **or** 15 percent economic deprivation.

The Hold-Harmless Provision varies from year to year. It has ranged from 100 to 85 percent for Basic Grants and from 100 to 0 percent for Concentration Grants.

Comparability of Services

Districts having multiple attendance areas may receive funds under Title I only if state and local funds are used to provide services in Title I schools which, taken as a whole, are at least comparable to services provided in schools within the district which are not receiving Title I funds. Districts are required to determine comparability annually and demonstrate compliance to DESE biennially. Documentation of comparability must be calculated each year and made available to auditors each time the district is audited. A school district meets the comparability requirements if it implements either of the following methods for determining compliance:

- 1.** Student/Instructional Staff FTE Ratios - Comparability is achieved when the student/instructional staff FTE ratios in Title I schools do not exceed 110 percent of the average for non-Title I schools.
- 2.** Student/Instructional Staff Salary Ratios - Comparability is achieved when the average per-pupil salary expenditure in Title I schools is at least 90 percent of the average in non-Title I schools.

For the purpose of determining compliance with the requirements described, the school district must exclude:

- staff salary differentials for years of employment
- buildings with 100 or fewer students

For the purpose of determining compliance with the requirements described the school district may exclude:

- state and local funds expended for:
 - ⇒ excess costs of providing services to children with disabilities as determined by the district
 - ⇒ bilingual education for children of limited English proficiency (LEP)
- unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year
- supplemental state or local funds for programs that meet the intent and purposes of Title I

DESE will, as required by federal regulation, withhold funds or require refunds from school districts that fail to comply with comparability requirements.

Local Educational Agency (LEA) Plan

Each school district must have on file an approved LEA plan for implementing the Title I program. Each district is required to review the plan annually.

NOTE:

Revisions to the plan should be included in the district's Comprehensive School Improvement Plan (CSIP) in lieu of revising the Title I LEA Plan.

Selecting Eligible/Participating Attendance Areas

A school district must use Title I funds only in eligible attendance areas (the geographic area in which children who are served by a particular school reside). A single attendance area is a district in which no buildings have overlapping grade spans. A multiple attendance area is a district in which two or more buildings have overlapping grade spans.

For Title I purposes, low-income children counted by the district are those in families eligible for free and reduced lunches according to the income scale established by the National School Lunch Act.

NOTE:

Districts must annually rank and serve, without regard to grade spans, eligible attendance areas in which the percentage of low-income children exceeds or is equal to 75 percent.

Schools must be served in rank order. If funds remain after serving these schools, the district shall annually rank and serve the remaining eligible attendance areas either by grade span or by school for the entire district according to the percentage of children from low-income families.

Eligibility for attendance areas below 75 percent economic deprivation is determined by one of the following methods:

Breakdown of Allocation

- 1.** Exempt: K-8 and K-12 single attendance area district (no overlapping grades).
- 2.** Exempt: District with multiple attendance areas and with total enrollment of less than 1,000.
- 3.** Areas with economic deprivation greater than or equal to the average of same or similar grade spans. Ranking based on grade span averages rather than district averages.
- 4.** Areas with economic deprivation greater than or equal to the district average.
 - Ranking within entire district. This method ranks all grade levels from high to low.
 - Ranking by same or similar grade spans. This method ranks high to low based on grade span.
- 5.** Areas with economic deprivation greater than or equal to 35%.
 - Ranking within entire district. This method uses all grade levels.
 - Ranking by same or similar grade span. This method ranks high to low based on grade span.
- 6.** Areas with economic deprivation greater than or equal to 25% (Desegregation schools only).
 - Ranking within entire district.
 - Ranking by same or similar grade spans.

Alternative Eligibility Methods

Middle and High School

School districts may use free and reduced lunch count or comparable data as a measure of poverty. The feeder concept allows districts to project the percent of low-income children in a middle or high school based on the average poverty rate of all the elementary attendance areas that feed into the middle or high school.

LEA Discretion

The school district may use Title I funds to serve an **ineligible attendance area** if the school poverty percentage based on **enrollment** (rather than resident count) is equal to or greater than the percentage of poverty of any participating attendance area.

The school district may elect not to serve an eligible attendance area that has a higher percentage of children from low-income families if the school meets the comparability requirements, is receiving supplemental funds from other state or local sources that are spent in accordance with schoolwide or targeted assistance requirements, and these funds equal or exceed the amount that would have been provided with Title I funds. If the district chooses to exercise this discretion, it shall determine private student participation without regard to the fact that the public school children in this attendance area are not participating in Title I.

Allocation Procedures for Eligible Attendance Areas

Before determining the allocations for eligible attendance areas, the school district must set aside sufficient funds to provide comparable services to neglected or delinquent children in local institutions and eligible homeless children who do not attend participating schools. In addition, the district may wish to set aside funds for salary differentials, bypass capital expenses, and Title I district-wide costs (administration, preschool, parent involvement, summer school, and professional development).

School districts must allocate Title I funds to eligible attendance areas in rank order based on the percentage of the total number of children from low-income families in each attendance area. A district is not required to allocate the same per-child amount to each school, as long as the largest per-child allocation goes to the highest ranked attendance area and the next ranked attendance area receives an equal or smaller allocation per child.

School districts that opt to serve schools having a poverty rate below 75 percent and using grade span grouping may determine different per-child amounts for different grade spans as long as those amounts do not exceed the amount allocated to any school above 75 percent poverty. Per-child amounts within grade spans may also vary as long as the district allocates higher per-child amounts to schools with higher poverty rates than it allocates to schools with lower poverty rates.

NOTE:

A school district with multiple attendance areas serving school(s) with a poverty rate less than 35 percent must allocate to each funded school at least 125 percent of the district's allocation per low-income child.

The attendance area's allocation may be reduced by the amount of any supplemental state and local funds meeting the requirements of Title I.

Reallocation

DESE is required to reallocate excess Title I funds using the following steps:

- DESE determines eligibility of a school district to receive reallocated funds. To be eligible, a district must have an increase in the January count of students eligible for free and reduced lunches in at least two of the three preceding years, when compared to the number reported in January of the fourth preceding year.

NOTE:

A district from which Title I funds have been recovered by DESE is ineligible for reallocation of funds.

- DESE determines the amount of reallocated funds designated for each district. A base amount of \$2,500, or a proration thereof, is designated to be reallocated to each eligible district. The remaining funds are distributed equitably to each eligible district based upon its poverty count
- DESE notifies the district of the amount of its Title I reallocated funds.

Limitation on Carryover Funds

School districts having an allocation of less than \$50,000 may carry over up to 100 percent of their allocation. A district having an allocation of at least \$50,000 may not carry over more than 15 percent of the funds allocated each year past September 30 of the following year. Districts whose total allocation is at least \$50,000 and has carryover funds in excess of the 15 percent limitation is required to submit a Report of Expenditures and Obligations as of September 30. A district may not be granted a waiver of the 15 percent limitation more than once every three years.

Targeted Assistance Programs

[www.ed.gov/legislation/
ESEA/Title_I/](http://www.ed.gov/legislation/ESEA/Title_I/)

Targeted assistance schools are those that are not eligible for schoolwide programs or choose not to operate schoolwide programs. In targeted assistance schools, funds must be used for serving children identified as having the greatest educational need.

Eligible Children

Eligible children are:

- **not over age 21 who are entitled to a free public education through grade 12**
- **not yet at a grade level where the school district provides a free public education, but can benefit from an organized instructional program provided in a school or other educational setting**

Children to be served are those identified by the school district as most at risk of failing to meet the state's Show-Me Standards on the basis of multiple, educationally related, objective criteria established by the district.

NOTE:
Preschool- Grade 2
Criteria

Children from preschool through grade 2 shall be selected solely on the basis of objective and developmentally appropriate measures.

Data from the KIDS Test, Parents as Teachers screenings, teacher rating scales and parent questionnaires may be used.

NOTE:
Grades 3-12
Criteria

Multiple criteria for grades 3-12 must include a weighted standardized test score for those grade levels in which the MAP is given. If the district uses a standardized test for grades in which the MAP is not administered, those scores must be used as one of the multiple criteria.

 See Handout A:
*Student Selection:
Using Multiple
Criteria*

Master Lists

Other criteria may include teacher checklists, classroom grades, and other performance assessments. The multiple criteria used to identify children to be served are determined by each participating school and may vary from school to school within the district.

Master lists for all grades served containing the names of students who have the most need within a Title I targeted assistance school must be maintained.

The master lists must indicate:

- **students selected to participate**
- **the criteria used for selection**
- **appropriate cut-off scores.**

Late Enrollees

Multiple criteria selection procedures used for late enrollees must be comparable to those used to select Title I students at each grade level at the beginning of the year.

Children who could be served but who must be selected on the same basis as other children identified as eligible for Title I services include:

- economically disadvantaged children
- children with disabilities
- migrant children
- children with limited English proficiency

The following are automatically eligible for Title I services:

- homeless children attending any school in the district
- children who are receiving services or have received services in the past two years in programs for neglected and delinquent youth or community day programs
- children who have participated in Even Start or Head Start during the past two years

NOTE:

A school may not use Title I funds to provide services that are required by law to LEP children or children with disabilities. Title I must be in addition to LEP services and IEP minutes just as it is also supplemental to math and reading instruction in the regular classroom.

Needs Assessment

Components of a Targeted Assistance Program

A needs assessment must be conducted to determine the greatest needs of the children most at risk of failing to meet the Show-Me Standards.

Based on the needs assessment, each targeted assistance program must:

- **use Title I resources to help participating children meet state standards**
- **be based on effective means for improving achievement of children**
- **ensure that planning for students served is incorporated into existing school planning**
- **use effective instructional strategies that:**
 - ⇒ **give primary consideration to providing extended learning time such as an extended school year, before and after school, preschool programs and other opportunities**
 - ⇒ **minimize removing children from the regular classroom during regular school hours for instruction**
 - ⇒ **provide accelerated, high-quality instruction, including applied learning**
- **coordinate with and support the regular education program which may include counseling, mentoring, and other pupil services; college and career awareness and preparation; innovative teaching methods; services to prepare students for the transition from school to work, and services to assist preschool children in transition from early childhood programs to elementary school programs**
- **provide instruction by highly qualified staff**
- **provide opportunities for professional development**
- **provide strategies to increase parental involvement, which may include family literacy services**

Requirements for Targeted Assistance Programs

Each participating school conducting a targeted assistance program shall assist participating children to meet state standards by:

- **coordinating Title I resources with other resources**
- **reviewing, on an ongoing basis, the progress of participating children and revising the program to provide additional assistance such as an extended school year, before and after school programs, preschool programs, and training for teachers regarding how to implement the Show-Me Standards in the classroom and how to identify students that require additional assistance.**

NOTE:

Parents must be involved with staff in reviewing the program and in making suggestions for improvement.

Special Rules

Simultaneous Services: Title I students may be served simultaneously with students with similar educational needs, where appropriate.

[www.ed.gov/legislation/
ESEA/Title_I/
target.html](http://www.ed.gov/legislation/ESEA/Title_I/target.html)

Comprehensive Services: Special, health, social, or nutrition services for students who are participating in Title I instructional activities may be approved under the following conditions:

1. A comprehensive needs assessment has been conducted.
2. Collaborative partnerships have been established with local service providers.
3. Funds are not available from other providers.
4. The student is participating in a Title I instructional activity.
5. The need is one that likely contributes to the student's educational deprivation.
6. The student is economically deprived.

Allowable services include:

- **the provision of basic medical equipment, such as eyeglasses and hearing aids**
- **compensation of an individual to coordinate social services for participating Title I children**
- **professional development necessary to assist teachers, pupil services personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children**

Schoolwide Programs

For additional guidance on this topic see:
www.dese.state.mo.us/divinstr/fedprog/instrucimprov/

The purpose of the schoolwide program is to use the key elements of Title I to provide the enriched and accelerated learning experience necessary for all students to reach high standards.

A school is eligible to implement a schoolwide program if at least 50 percent of the enrolled students are economically deprived. Eligibility is determined by the January free and reduced lunch percentage of the preceding school year.

Eligibility for K-12 single attendance areas is determined by the free and reduced lunch enrollment of **the entire district** unless the building going schoolwide has a separate administrator. Eligibility for multiple attendance areas is determined by the free and reduced lunch enrollment for **each building**. An eligible school, after consulting with the district, must submit written notification to DESE of its intent to implement a schoolwide program. One year of planning and preparation is required unless the school staff demonstrates to DESE that they have received high quality technical assistance that allowed them to be prepared in less than a year.

Components of a Schoolwide Program

The following eight components must be contained in a schoolwide program:

www.ed.gov/pubs/SchlProj/

1. A comprehensive needs assessment of the entire school based on information about the performance of children in relation to the Show-Me Standards.
2. A description of schoolwide strategies that:
 - provide opportunities for all children to meet the advanced and proficient levels of student performance on the state assessment
 - are based on effective means of improving the achievement of children
 - use effective instructional strategies that increase the amount of learning time (i.e., extended school year, before-after school, preschool), provide enriched and accelerated instruction, and include strategies for meeting the needs of underserved populations, including females, migrant, homeless and LEP children

- address the needs of all children in the school but particularly the needs of children who are in the targeted population of any program that is a part of the schoolwide program which may include but are not limited to:
 - ⇒ counseling, pupil, and mentoring services
 - ⇒ college and career awareness and preparation
 - ⇒ services to prepare students for the transition from school to work
- determine if the needs of all children are being met
- ensure the implementation of the approved Goals 2000, state, and local improvement plans (if appropriate)

3. Instruction by highly qualified professional staff.

4. Professional development for teachers, aides, and where appropriate, noninstructional staff and parents.

5. Strategies to increase parental involvement, such as family literacy services.

6. Plans for assisting preschool children in transition from early childhood programs, (i.e., Head Start and Even Start) to local elementary programs.

7. Strategies ensuring teacher use of individual student assessments to plan for the improvement of individual student performance and overall program improvement.

8. Activities to ensure that students experiencing difficulty mastering any of the Show-Me Standards during the course of the year will be provided effective and timely additional assistance which **must** include:

- measures to identify, on a timely basis, students' difficulties in order to provide information on which to base effective assistance
- use of Title I funds, to the extent feasible, to provide periodic training for teachers in how to identify difficulties and provide assistance
- teacher-parent conferences for parents of students not meeting the standards to discuss what the school and parents will do to help the students improve performance, and what other resources might be available to assist students

NOTE: See
*Related Programs and
 Issues* at:
[www.dese.state.mo.us/
 divinstr/fedprog/](http://www.dese.state.mo.us/divinstr/fedprog/)

If a reading specialist is employed in a schoolwide project and H.B. 474 money is requested, H.B. 474 guidelines must be followed.

Schoolwide Program Plan

[www.ed.gov/legislation/
ESEA/Title_I/
swpguide.html](http://www.ed.gov/legislation/ESEA/Title_I/swpguide.html)

An eligible school that desires to operate a schoolwide program shall develop, in consultation with the school district and other technical assistance providers, a comprehensive plan for restructuring the total instructional program.

The schoolwide plan must include the eight components discussed on the preceding pages and must:

- describe how the school will use Title I and other resources to implement the eight required components**
- identify district, state, and other federal programs that will be included in the schoolwide program**
- describe how the school will provide individual student assessment results, including interpretation of these results, to parents**
- provide for the collection of data on achievement and assessment results of all students in the school. Data must be disaggregated by gender, major ethnic or racial groups, LEP status, migrant status, homeless status, by children with disabilities compared to nondisabled children, and by economically disadvantaged children compared to noneconomically disadvantaged children**
- describe methods to produce statistically sound results for each disaggregated category through the use of over sampling or other means**
- provide for public reporting of disaggregated data only when such reporting is statistically sound**

The schoolwide program plan must be developed with the involvement of the community to be served, including teachers, parents, principals, pupil services personnel, other staff and secondary school students.

NOTE:

The plan must be available to the school district, parents, and the public.

The information contained in the plan shall be translated into any language that a significant percentage of parents of participating children in the school speak as their primary language. The plan, where appropriate, should be developed in coordination with programs under the School-to-Work Opportunities Act, the

Carl Perkins Act, the National and Community Services Act, and other programs that might be part of a comprehensive plan to assist all students in reaching the Show-Me Standards.

NOTE:

The district must have an approved plan before they will be allowed to budget money for a schoolwide project.

Coordination of Activities

Each school district receiving Title I funds shall, to the extent feasible, coordinate its activities with Head Start agencies and other early childhood developmental programs.

Coordination activities may include developing and implementing procedures for the following:

- receiving records of students who will transfer to the district**
- establishing channels of communication between those programs and the school district**
- conducting meetings involving parents, elementary teachers or early childhood teachers to discuss the developmental needs of individual children**
- organizing and participating in transition-related training of school staff, Head Start staff, and where appropriate, other early childhood staff**

Coordination of Instruction

Every effort should be made to coordinate the entire Title I program with any other program that serves participating children. The Title I program should coordinate with any program that could remove barriers to the academic success of Title I children. In addition, Title I teachers should be given time to coordinate with regular classroom teachers. Title I must not be a separate program but will assist Title I children to meet the same state standards as other children.

Instructional and Staff Guidelines

Delivery Systems

Delivery systems for Title I instruction include but are not limited to:

[www.ed.gov/offices/
OESE/CEP/
practices.html](http://www.ed.gov/offices/OESE/CEP/practices.html)

- 1. Extended Learning Time**
 - before school
 - after school
 - supplemental summer school

2. In-class

- a Title I teacher or instructional assistant may work within the regular classroom to provide additional instruction of a supplemental nature. The Title I teacher or instructional assistant must target services to those children identified through multiple criteria selection.

3. Resource Teacher

- The primary role of the Title I resource teacher is to provide assistance through the classroom teacher to eligible students. Working together, the resource and classroom teachers determine alternative instructional strategies for Title I students. In addition, the resource teacher usually:

- ⇒ conducts specific instructional diagnostic evaluation of participating students,
- ⇒ assesses participating student progress on a regular basis,
- ⇒ develops prescriptive instructional programs to be implemented by the regular classroom teacher,
- ⇒ conducts limited demonstration teaching to model alternative instructional strategies,
- ⇒ identifies, procures, and/or develops modified curriculum materials to meet the needs of participating children,
- ⇒ promotes increased parental involvement of participating children.

Reading Resource Teachers must have Reading Specialist certification or a Master's Degree in Reading and appropriate certification for the grade levels with which they are working.

4. Pull-Out

- although pull-out of Title I children should be minimized, it may, at times, meet the needs of some children

5. Preschool

- activities should be developmentally appropriate and allow time for home visits. Either Head Start standards, Project Construct curriculum, or High Scope curriculum model must be implemented in preschools using Title I funds

Caseloads and Instructional Time

1. A full-time caseload is 8 - 60 students for certified teachers. **Instructional assistants do not have a caseload.**
2. A certified teacher may provide instruction in groups up to 10, or up to 15 students if an instructional assistant or an additional classroom teacher is present.

3. The minimum instructional time for students in grades K-3 is 150 minutes per week for group instruction or 120 minutes per week for one-on-one instruction, and 100 minutes per week for students in grades 4 and above.
4. Full-time teachers must have a minimum of 1,375 minutes of instructional time per week for group instruction or 960 minutes of instructional time per week for one-on-one instruction.
5. A maximum of one-fifth of the required instructional time may be devoted to **coordinated** planning time with pre-specified teachers. The planning time must be routine, scheduled, and documented.

Certification and Assignment of Title I Teachers

1. All Title I teachers must have a baccalaureate degree and a Missouri Teacher's Certificate for the grade level(s) to which assigned.
2. Preschool teachers must have PK-3 or Early Childhood Special Education certification.
3. Title I reading teachers must have Reading Specialist certification.
4. Language arts, math, or summer school teachers must have appropriate grade level certification.

HB 474

Title I Aides

Instructional Assistants:

- must be making progress toward a Baccalaureate Degree or have a minimum of 60 semester hours of college credit and a certified transcript must be on file
- must work under the direct supervision of the Title I teacher or the regular classroom teacher and do not have a caseload of their own
- may work with no more than 5 students at a time
- allow the Title I class size to be increased to 15 with a certified teacher
- may be included in professional development activities

Clerks:

- must have a high school diploma or equivalency certificate
- may perform duties for Title I teachers only
- may be included in professional development activities
- may not be used to increase class size

Assignment of Personnel

Title I-paid staff may:

- serve only students selected to participate in Title I
- assume limited duties that are assigned to similar personnel including duties beyond classroom instruction or that do not benefit participating children, so long as the proportion of time does not exceed that of personnel not paid by Title I
- participate in general professional development and school planning activities
- collaboratively teach with regular classroom teachers, if such collaborative teaching directly benefits participating children
- not be pulled away from Title I duties to serve as substitutes

Parent Involvement

[www.ed.gov/legislation/
ESEA/Title_I/](http://www.ed.gov/legislation/ESEA/Title_I/)

Programs, activities, and procedures for the involvement of Title I parents must be implemented in order for school districts to receive their allocations. These activities must be planned and implemented after meaningful consultation with parents of participating children.

School District Parent Involvement Policy

Each school district must have a written parental involvement policy jointly developed with and distributed to parents of participating children. The policy must be approved by the district board of education and incorporated into the district's Title I program plan.

The policy must establish the expectations for parent involvement and describe how the district will:

- **involve parents in the joint development of the district's Title I program plan, the process of reviewing the implementation of the plan, and suggesting improvements**
- **provide coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement**
- **build school and parent capacity for strong parent involvement**
- **coordinate and integrate parent involvement strategies with other programs such as Head Start, Even Start, Parents as Teachers, and Practical Parenting Partnerships**

- **conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy to:**
 - ⇒ **determine the effectiveness of the policy in increasing the participation of parents**
 - ⇒ **identify barriers to parental participation, particularly for those who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or of a racial or ethnic minority background**
- **use the findings of the evaluations in designing strategies for school improvement, and in revising, if necessary, the parent involvement policy**

School Parent Involvement Plan

NOTE:

In addition to a school district parent involvement policy, each school participating in Title I must jointly develop with and distribute to parents of participating children a written parent involvement plan that describes the means for carrying out requirements for parent involvement.

www.pfie.ed.gov

The plan must be updated periodically to meet the changing needs of the parents and school. This written plan must specifically address all of the following requirements in language readily understood by parents and district personnel.

1. Strategies for Communication:

- hold an annual meeting to inform parents of their school's participation in Title I, explain Title I requirements, and explain parents' right to be involved
- offer a number of meetings at various times and if necessary, use Title I funds to provide transportation, child care, or home visits as these services relate to Title I parental involvement
- involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the school parental involvement policy and the development of the schoolwide plan
- provide parents of participating children:
 - ⇒ timely information about Title I programs
 - ⇒ an interpretation of the school's performance profile results and their child's individual assessment results

- ⇒ an explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet
- ⇒ regular meetings to formulate suggestions, share experiences with other parents, and participate, when appropriate, in decisions relating to the education of their children
- ⇒ timely responses to the suggestions made by parents that have been offered in the meetings
- include comments from parents of participating children who find any aspect of the schoolwide plan unsatisfactory when it is submitted to the school district

2. Development of Parent-School Compact

www.ed.gov/pubs/CompactforReading

As a component of the school-level Title I parental involvement plan, each school participating in Title I must jointly develop with parents of participating children a parent-school compact. The compact will outline how parents, the entire school staff, and students will share the responsibility for improving student achievement.

The compact must:

- **describe how the school and parents will build and develop a partnership to help children achieve the Show-Me Standards**
- **describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment**
- **describe how parents will be responsible for supporting their child's learning such as monitoring attendance, homework completion, and TV viewing; volunteering in their child's classroom; participating, as appropriate, in decisions relating to the education of their child; and positive use of extracurricular time**
- **describe how parents will be informed of their child's instructional program and progress in school including:**
 - ⇒ **parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed in relation to the child's achievement**
 - ⇒ **frequent reports to parents on the progress of their child**
 - ⇒ **reasonable access to staff and opportunities to volunteer, participate, and observe in the child's classroom**

3. Building Capacity: Strategies for Increasing Parent Involvement Opportunities

The plan will include strategies to:

- provide assistance to participating parents in such areas as:
 - ⇒ understanding current provisions and requirements of state and federal educational policies
 - ⇒ understanding how to monitor a child's progress
 - ⇒ knowing how to work with teachers to improve the performance of their child
 - ⇒ knowing how to participate in decisions relating to the education of their child
- coordinate literacy training programs from other sources to provide parents the strategies and materials necessary to improve the achievement of their child
- educate, with parent assistance, all school personnel in:
 - ⇒ valuing parent contributions
 - ⇒ communicating and working with parents as equal partners
 - ⇒ implementing and coordinating parent programs
 - ⇒ building ties between home and school
- coordinate and integrate the parent involvement program with Head Start, Even Start, Parents as Teachers, Practical Parenting Partnerships, public preschool programs, and other programs that provide activities for parent involvement
- develop appropriate roles for community organizations and businesses in parent involvement activities, including:
 - ⇒ providing information about opportunities for organizations and businesses to work with parents and schools
 - ⇒ encouraging the formation of partnerships between schools and local businesses that include a role for parents
- to the extent appropriate and feasible, provide parent resource centers and opportunities for parents to learn about child development and child rearing issues
- ensure that information related to school and parent programs, meetings, and other activities is sent to the homes of Title I children in the family's primary language
- provide other reasonable support for Title I parental involvement activities as requested by parents

Accessibility

To the extent that it is practical, schools will provide full opportunities for the participation of LEP parents or parents with disabilities. This will include providing information and school profiles in a language and form that LEP parents can understand. Facilities used for parent involvement activities should be accessible to all parents.

Special Rules

Each school district must reserve for parental involvement at least one percent of its allocation, if the allocation is over \$500,000. A bypass school that receives a Capital Expense Grant must subtract the grant amount from its allocation before determining the portion to be obligated for parental involvement. Parents of participating children must be involved in decisions regarding how funds are to be expended.

Preschool

For additional guidance see:
www.dese.state.mo.us/divinstr/fedprog/instrucimprov/

Early intervention is encouraged for meeting the needs of preschool children who are identified as having developmental delays.

Multiple criteria must be used to identify children for participation in a Title I preschool program. Each criterion must be objective and developmentally appropriate. Data from Parents as Teachers screenings, the DIAL-R, and teacher ratings scales may be used.

For additional information see:
www.dese.state.mo.us/divinstr/fedprog/earlychild

A preschool teacher may serve 10 children. The addition of an instructional assistant allows a class of 15. Activities should be developmentally appropriate. The schedule should allow time for home visits and should meet the needs of the students and families served. Coordination with other preschool programs is encouraged.

Equipment, Materials and Supplies

Title I funds may be used to purchase equipment, materials and supplies if purchases are supplemental to what the school district provides for all students and are for the exclusive use of Title I participants. Computers purchased with Title I funds must be located in Title I classrooms only.

NOTE:

Targeted assistance schools requesting to purchase equipment costing more than \$1000 per unit or set must receive written approval from DESE prior to purchasing.

The request to purchase equipment must clearly state how the item is essential to the implementation of the Title I targeted assistance instructional program.

A request to purchase technology for a targeted assistance program must include the following:

- Title I inventory of the building in the last five years**
- number of students served and the grade levels**
- list of each piece of hardware requested and cost**
- explanation of how it fits into the district's CSIP/technology plan to improve academic performance**
- district completes assurance that:**
 - equipment is reasonable and necessary to run the Title I program**
 - existing equipment is not sufficient to run Title I program**
 - costs are reasonable**
 - equipment requested will be housed in a Title I location for use with Title I eligible students only**

NOTE:

Schoolwide plans must include intended equipment expenditures connected to goals addressing student achievement before money may be budgeted in 6500 Capital Outlay.

The Technology Request is included as part of the Consolidated Federal Programs Application.

Facilities

The construction of school facilities is not the purpose of Title I. School districts must make every effort to use or adapt existing facilities to meet the needs of the proposed activities. If existing facilities are not available, the district may lease or lease/purchase facilities needed to conduct project activities with approval from DESE.

Lease or Lease Purchase

The length of the lease may not extend beyond the end of the project period. The lease agreement must include the dollar cost per period, number of teaching stations or classrooms, square feet of instructional space, other included facilities and equipment, and installation responsibility. A unit 12' x 62' or 24' x 31' is considered one teaching station. Early childhood programs may require more space. The guideline for the lease of new units is \$8.00 per square foot. Delivery and set-up costs are allowable, but site preparation is the responsibility of the district.

Lease purchase of mobile units may be approved if the school district demonstrates to DESE that the unit is required to accommodate an approved Title I project. An agreement must be approved by DESE prior to the lease purchase. Steps to this process are:

- 1.** The district must submit a proposal to DESE along with a copy of the lease purchase agreement that includes the dollar cost per period, the number of teaching stations or classrooms, square feet of instructional space, other included facilities and equipment, and installation responsibility.
- 2.** Review, approval, or rejection will be determined by DESE.
- 3.** If approved, an agreement may be signed by the district.
- 4.** The school district is responsible for carrying out the agreement and Title I funding is limited by the availability of funds.

Any facilities lease purchased or leased with Title I or Chapter 1 funds must be accessible to physically disabled persons and meet all applicable standards for the purpose of assuring accessibility as required by Public Law 90-480.

Title I funds may not be used to modify existing facilities to meet the standards, nor may Title I funds be used to build walks, ramps, rails or other external structures.

Any facilities lease purchased or leased with Title I funds must meet the standards of the Asbestos Hazard Emergency Response Act and the Environmental Protection Agency.

Title I funds may not be used for site preparation including bringing wiring or plumbing to the site. Installation of restrooms onsite is considered construction and is not allowed.

Subject to the obligations and conditions set forth in this policy, title to real property acquired under Title I will vest, upon acquisition, in the school district. Real property will be used for the originally authorized purpose as long as needed for that purpose, and the district shall not dispose of or encumber its title for other interests.

Disposition

When real property is no longer needed for the originally authorized purpose, the school district must request disposition instructions from DESE. The instructions will provide for one of the following alternatives:

- 1. Retention of Title.** The district retains title after compensating Title I. The amount paid to DESE will be computed by applying Title I's percentage of participation in the cost of the original purchase to the fair market value of the property. However, in situations where a district is

disposing of real property acquired with Title I funds and acquiring replacement real property under Title I, the net proceeds from the disposition may be used as an offset to the cost of the replacement property.

- 2. Sale of Property.** The school district sells the property and compensates Title I. The amount due to DESE will be calculated by applying Title I's percentage of participation in the cost of the original purchase to the proceeds of the sale after deduction of any actual, reasonable selling and sale preparation expenses. If the grant is still active, the net proceeds from the sale may be offset against the original cost of the property. When the school district is directed to sell property, sales procedures shall be followed that provide for competition, to the extent practicable, and result in the highest possible return.
- 3. Transfer of Title.** The district transfers title to DESE or to a third party designated or approved by DESE: The school district shall be paid an amount calculated by applying the district's percentage of participation in the purchase of the real property to the current fair market value of the property.

Professional Development

[www.ed.gov/legislation/
ESEA/Title_I](http://www.ed.gov/legislation/ESEA/Title_I)

Each school district receiving Title I funds must provide high quality professional development to improve the teaching of academic subjects, with the primary goal being to enable all children to meet the Show-Me Standards. The professional development activities must be designed by principals, teachers, and other school staff.

The professional development activities must:

- support instructional practices that address the challenging state standards and create a school environment conducive to high achievement in the academic subjects**
- support LEA and schoolwide plans**
- draw on other available resources**
- where appropriate, include strategies for developing curricula and teaching methods that integrate academic and vocational instruction**
- include strategies for identifying and eliminating gender and racial bias in instructional materials, methods, and practices**
- coordinate with the district's plan for professional development**

Parents may participate in professional development activities if the school determines it is appropriate.

School districts may provide professional development services through consortia arrangements with other districts, educational service agencies, other local consortia, institutions of higher education, and other public or private institutions or organizations.

Title I funds used for professional development purposes may be combined with funds provided under Title II, Goals 2000, and other sources to provide professional development for Title I staff.

State Review

The Federal Instructional Improvement Section will review LEA plans to determine if the district's professional development activities:

- address the Show-Me Standards
- reflect research on teaching and learning
- impact the teacher's performance in the classroom
- contribute to continuous improvement in the classroom or school
- include methods to teach children with special needs
- include extensive participation of teachers in the development of activities
- include gender-equitable educational methods, techniques, and practices

DESE will provide technical assistance to the school district if its plan for professional development does not include the activities described above.

Assessment and Program Improvement Standards and Assessments

Title I programs in Missouri will be geared to assisting Title I students in meeting the Show-Me Standards.

NOTE:

Title I assessment will focus on math and communication arts, regardless of services provided.

The Missouri Assessment Program (MAP) must be used to assess the academic progress of Title I children. Assessment results, including interpretation as necessary, shall be provided to parents, school staff, and community.

School District Review

In order to assess the effectiveness of Title I programs toward assisting students in meeting state standards, each district receiving Title I funds **must**:

- use the same state assessment with Title I children that is used with other children
- use assessments that are reliable and valid
- annually review the progress of each Title I school using primarily the results of state assessments to determine whether the school is making adequate progress toward enabling its students to meet state standards. Additional measures or indicators described in the LEA plan may be used for on-going program evaluation

NOTE:

Schoolwide programs must be assessed on the progress of ALL students. Targeted assistance programs may be assessed on the progress of children participating in Title I programs or on the progress of all students.

- disaggregate results for each school and district by gender, each major ethnic and racial group, LEP status, and migrant status. The performance of students with disabilities should be compared to that of non-disabled students, and the performance of economically disadvantaged students should be compared to that of students who are not economically disadvantaged.
- publicize and disseminate to teachers and other staff, parents, students, and the community the results of the program review and individual school performance profiles
- provide the results of the annual program review to the staff at each school in a way that will allow the school's program of instruction to be revised to help children meet state standards
- for determining district progress, count all students who have attended schools in the district for a full academic year, including those who have not attended a single school in the district for a full academic year
- provide data to the Assessment Resource Center (ARC), in Columbia, for an annual profile of progress the district has made

School Improvement

The school district must identify for school improvement any Title I school that does not make adequate progress in assisting its students to meet state standards in two consecutive years. A school that is identified for school improvement must, in consultation with parents and the district, develop or revise a school plan in ways that have the greatest likelihood of improving student performance. The plan must include effective professional development activities to improve the skills of staff.

A school that has not made Adequate Yearly Progress (AYP) must:

- spend an amount equivalent to ten percent of the district's Title I allocation over two consecutive years on professional development**

OR

- demonstrate that the school is effectively carrying out professional development activities**

Decisions about how to use professional development funds for school improvement activities must be made jointly by teachers, principals, and other staff in the identified school. The school district must provide assistance as a school develops or revises and implements its plan for school improvement. Assistance may be provided by the district, DESE, or other entities with experience in helping schools improve student achievement. The plan must be submitted to the district for approval and implemented during the first year following a school's identification for school improvement.

Special Rule

Schools that make adequate progress for at least two of the three years following identification for school improvement no longer need to be identified by the district for school improvement.

Corrective Action by the School District

After providing assistance, the school district may take corrective action at any time in a school identified for school improvement. After the third consecutive year following a school's identification, the district **must** take corrective action unless it decides that failure to make progress is due to extenuating circumstances. In that case corrective action may be delayed for one year only. Corrective action must be consistent with state and local law, must be made public, and may include:

1. Withholding funds.
2. Implementing interagency collaborative agreements between the school and other public agencies to provide health, counseling, and other social services needed to remove barriers to learning.

- 3.** Revoking authority for a school to operate a schoolwide program.
- 4.** Decreasing decision-making authority at the school level.
- 5.** Making alternative governance arrangements.
- 6.** Changing the school staff.
- 7.** Authorizing students to transfer, including transportation costs, to other public schools served by the school district.

DESE Review and School District Improvement

DESE will annually review the aggregated assessment results of each school district receiving Title I funds to determine progress toward meeting the state standards. DESE will identify districts that must revise their LEA plan and those that will be the subject of corrective action.

Before requiring a school district to revise its plan, DESE will give it an opportunity to review the data that caused the district to be considered for program improvement. When DESE is convinced that the data is not in error, it will require the district, in consultation with schools, parents, and educational experts, to revise its LEA plan. The district may request assistance from DESE for development and implementation of the revised plan. Assistance may be provided by DESE, an institution of higher education, a private nonprofit organization, an educational service agency, a local consortium, a technical assistance center, or other entities with experience in assisting school districts to improve student achievement.

Results of the annual review will be disseminated to the district, teachers, other staff, parents, students, and the community.

School District Improvement

- 1. Identification** -- DESE will identify for improvement any school district that has not made adequate progress toward meeting the state standards in two consecutive years. The district will be given an opportunity to review data and explain any substantive reason why the data may be incorrect or misleading.
- 2. School district revisions** -- Each district identified for improvement must, in consultation with schools, parents, and educational experts, determine why the LEA plan failed to bring about increased achievement and revise its LEA plan in ways that have the greatest potential for improving the performance of students in Title I schools.
- 3. DESE responsibility** -- DESE will provide assistance to each school district identified for improvement.

- 4. Corrective action** -- After providing assistance to the school district, DESE may take corrective action at any time but **must** take corrective action after the third consecutive year of failure to make adequate progress. Corrective action may include the withholding of Title I funds.

State Assistance for School Support and Improvement

DESE has a statewide system of support for schools in need of improvement and for schoolwide programs. The system of support will include school support teams, staff from distinguished schools, distinguished educators, and DESE staff. The process for selection of distinguished educators and schools will be disseminated to all school districts with Title I schools.

School Choice Programs

[www.ed.gov/legislation/
ESEA/Title_I/
target.html](http://www.ed.gov/legislation/ESEA/Title_I/target.html)

School districts may use Title I, state, local and private funds to develop and implement choice programs for eligible children which permit parents to select the public school their children will attend within the district.

School districts choosing to implement a school choice program must develop a comprehensive plan including assurances that:

- all eligible students across grade levels have equal access to the program**
- the program does not include schools which follow a racially discriminatory policy**
- describes how the school will use Title I and other resources to implement the plan**
- describes how the school will provide individual student assessment results, including an interpretation of the results, to parents of children who participate in required Title I assessments**
- the plan will be developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other staff, parents, and students**
- the plan will be made available to parents and the public**

- **the program will not include schools that do not receive Title I funds**
- **the program will not use Title I funds to pay transportation costs**
- **both the sending and the receiving schools agree to the student transfer**
- **the district will comply with the other requirements of Title I**

Participation of Nonpublic School Children

See Handout B:
*Nonpublic Schools
 Help List*

Except when the bypass provision is invoked, the school district must provide educational services to educationally deprived nonpublic school children residing in a participating attendance area. Services may be provided directly or through contracts with public and private agencies, organizations, and institutions. Services must be provided at the public school or other neutral site. If there is more than one nonpublic school with economically deprived children residing in the participating attendance area, the district has two options for managing the funds:

1. The school district may use funds generated by economically deprived nonpublic children to serve the educationally deprived children from the school in which they are enrolled.
2. The school district may use all funds generated by economically deprived nonpublic children to serve all of the educationally deprived children from nonpublic schools.

The school district shall ensure the following:

- **educational services shall be secular, neutral, and non-ideological**
- **educational services for private school children shall be based on their educational needs as identified in consultation with personnel from private schools**
- **expenditures for educational services to eligible private school children shall be equal to the proportion of funds allocated to a participating attendance area based on the number of children from low-income families residing in the school attendance area who attend private schools**

Services for Nonpublic School Children

[www.ed.gov/legislation/
ESEA/Title_I/](http://www.ed.gov/legislation/ESEA/Title_I/)

School district officials will consult with appropriate nonpublic representatives in a timely manner during the design and development of programs for nonpublic school children on the following issues:

- how educationally deprived children and their needs will be identified
- what services will be offered to meet the identified needs
- how and where the services will be provided
- how the services will be assessed
- the number of educationally deprived children who will be served
- the proportion of funds allocated for the services

Consultation must occur before the school district makes any decision affecting the opportunities of nonpublic school children to participate in Title I programs. The end result of those consultations will be a completed Nonpublic School Children form, a needs assessment, and a jointly developed program that meets the most pressing needs of the nonpublic school children. In consultation with nonpublic school officials, the district must also establish criteria to determine which nonpublic school children are eligible and, within the eligible group, which children will be served. If the district, in consultation with nonpublic school officials, determines that it is inappropriate to select nonpublic children on the basis of state standards, the district must select nonpublic school children who are at risk of failing to meet high levels of achievement comparable to those required by the state's standards.

Standards for a Bypass Provision

A bypass generally provides for the delivery of services through a contracting agency. Nonpublic school administrators dissatisfied with the services provided through the public schools may request consideration of a bypass through the Office of the Secretary, U. S. Department of Education.

Neglected, Delinquent, and At-Risk Programs

[www.ed.gov/offices/
OESE/CEP/
nord3.html](http://www.ed.gov/offices/OESE/CEP/nord3.html)

Children or youth residing in locally administered institutions for delinquent or neglected children are automatically eligible to participate in Title I programs provided by the school district in which the institution is located. Services for neglected students must be comparable to the services provided to public school children. The allocations for delinquent institutions must only be spent for prevention and intervention programs to serve youth who are neglected, delinquent, or at risk of dropping out. All delinquent funds must be accounted for separately. Any portion of the delinquent allocation not budgeted for delinquent services may NOT be used for any other purpose. If services are not provided to

at-risk youth or children in local institutions for neglected or delinquent youth, DESE must reduce the district's allocation by the amount generated by the non-participating institution.

At-risk youth may include pregnant teens, teen parents, youth who have come in contact with the juvenile justice system, youth at least one year behind their expected grade level, migrant youth, immigrant youth, LEP students, gang members, and homeless youth.

Any school district in which a locally administered institution for neglected or delinquent children is located should request Form 5-820-501 from DESE. This form, completed by the administrative officer of the institution, requests information about the legal status of the institution, the type of children served (neglected or delinquent), and the number of long-term residents. The form must be returned to Federal Grants Management by the designated date each year. The returned forms will be used to complete a list of eligible institutions, which will be forwarded to the U.S. Department of Education.

The school district in which an eligible delinquent institution is located, and which desires assistance to operate prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk of dropping out, shall have on file, for DESE review, a plan.

The delinquent plan for instruction must include:

- a description of the program to be assisted with Title I funds**
- a description of formal agreements between the district and correctional facilities and alternative school programs serving youth involved with the juvenile justice system to operate programs for delinquent youth**
- as appropriate, a description of how participating schools will coordinate with facilities working with delinquent youth to ensure that youth are participating in an education program comparable to the education program operated by the district**
- as appropriate, a description of the dropout prevention program operated by participating schools and the types of services schools will provide to at-risk youth and youth returning from correctional facilities**
- as appropriate, a description of the youth expected to be served by the dropout prevention program and how the school will be coordinating existing educational programs to meet unique education needs**

- **as appropriate, a description of how schools will coordinate with existing social and health services to meet the needs of students at-risk of dropping out of school and other participating students, including prenatal health care and nutrition services related to the health of the parent and child, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility. Funds may be used for the coordination of health and social services for these students if there is a likelihood that the provision of services, including day care and drug and alcohol counseling, will improve the chances that the youth will complete their education**
- **as appropriate, a description of any partnerships with local businesses to develop training and mentoring services for participating students**
- **as appropriate, a description of how the program will involve parents in efforts to improve the educational achievement of their children**
- **a description of how the program will be coordinated with other federal, state, and local programs, such as programs under the Job Training Partnership Act and vocational education programs serving this at-risk population of youth**
- **a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable**
- **as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of youth returning from correctional facilities**
- **a description of efforts participating schools will make to ensure personnel in correctional facilities working with youth are aware of a child's existing individualized education program**
- **as appropriate, a description of the steps participating schools will take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program**

Special Rule

A school district that includes a correctional facility that operates a school is not required to operate a dropout prevention program if more than 30 percent of the youth attending the facility will reside outside the boundaries of the district upon leaving the facility.

Program Requirements for Correctional Facilities

Correctional facilities serving neglected, delinquent, or at-risk children may receive Title I funding if they enter into an agreement with a school district and:

- where feasible, ensure educational programs in juvenile facilities are coordinated with the student's home school, particularly with respect to special education services while in the facility
- notify the local school of youths identified as needing special education services while in the facility
- where feasible, provide transition assistance to help youth to reenter or stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling
- provide support programs which encourage youth who have dropped out to reenter school once their term of incarceration has been completed or provide youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent
- work to ensure facilities are staffed with teachers and other qualified staff who are trained to work with youth with disabilities or special needs
- ensure educational programs in correctional facilities assist students in meeting high educational standards
- use, to the extent possible, technology to assist in coordinating educational programs between the juvenile facility and the community school
- where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of the youth in delinquent activities
- coordinate Title I funds with other local, state and federal funds available to provide services to participating youth, such as funds

under the Job Training Partnership Act and vocational education funds

- coordinate programs with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable
- if appropriate, work with local businesses to develop training and mentoring programs for participating youth

Accountability

DESE may reduce or terminate funding for these projects if a school district does not show progress in reducing dropout rates for male and female students over a three-year period. Juvenile facilities are required to demonstrate, after receiving assistance for three years, that there has been an increase in the number of youth returning to school, obtaining a secondary school diploma or its recognized equivalent, or obtaining employment after youth are released.

Evaluation

School districts must evaluate at least once every three years prevention and intervention programs for children and youth who are neglected, delinquent or at-risk of dropping out. Participation data must be disaggregated by sex, and if feasible, by race, ethnicity, and age.

The evaluation should be used to determine the program's impact on the ability of participants to:

- **maintain and improve educational achievement**
- **accrue credits for grade promotion and graduation**
- **make the transition to a regular educational program**
- **complete secondary school or its equivalent and obtain employment after graduating**

In conducting each evaluation, multiple and appropriate measures of student progress should be used. The evaluation results must be submitted to DESE and used to plan and improve subsequent programs for participants.

Title I.C: The Migrant Education Program (MEP):

Specific Guidelines

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Legislative Purpose

See *IASA, Title I, Part C, Sec. 1301*:
www.ed.gov/legislation/ESEA/toc.html

[www.ed.gov/offices/](http://www.ed.gov/offices/OESE/MEP/)
OESE/MEP/

The Title I.C. aids schools with a high enrollment of migrant students. The program focuses on helping migratory children overcome the educational barriers that result from repeated moves, allowing them the opportunity to succeed in regular school programs, attain grade-level proficiency, and achieve the Show-Me Standards established for all children in the state.

Title I.C. Migrant Education projects must be designed to provide advocacy and outreach activities for migrant children and their families that help them: gain access to other education, health, nutrition and social services available through local, state and federal programs; overcome cultural and language barriers and social isolation; prepare the students for successful transition to post-secondary education or employment; and ensure that migrant children benefit from state and local school improvement initiatives.

Requirements and Services for All School Districts

[www.dese.state.mo.us/
divinstr/fedprog/
entitlementgrants](http://www.dese.state.mo.us/divinstr/fedprog/entitlementgrants)

Through the Missouri School Improvement Program (MSIP), all school districts must:

- systematically identify migrant children**
- notify the regional Migrant Education Center of their presence**
- have written procedures for ensuring the students receive services for which they are eligible (Standard #8.1D).**

All school districts enrolling migrant students may receive support services from the three regional Title I.C. Migrant Education Centers to meet the students' unique needs. Those school districts enrolling significant numbers of migrant students are eligible to receive Title I.C. allocations for supplementary instructional projects.

Funding

Formula grants to states are based upon the number of identified migrant children in a state. Discretionary subgrants to eligible school districts for supplementary instructional services are based on the number and needs of migrant children enrolled in the school district, the availability of other resources, the length of residency, and the nature of the services to be offered.

Identifying, Recruiting, and Enrolling Migrant Children

Definition of a Migrant Child

See *IASA, Title I, Part C, Sec. 1309*
[www.ed.gov/
legislation/ESEA/
toc.html](http://www.ed.gov/legislation/ESEA/toc.html)

A child is eligible for Title I.C. services if he or she meets all of the following criteria:

- is 3 to 22 years of age and has not graduated from high school or does not hold a GED certificate
- is a migrant agricultural worker or migrant fisher OR has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher
- performs, or has a parent, spouse, or guardian who performs, qualifying agricultural or fishing employment as a principal means of livelihood
- has moved across school district boundaries within the preceding 36 months to seek or obtain, or to accompany or join a parent, spouse, or guardian to seek or obtain, temporary or seasonal employment in agricultural or fishing work

Qualifying Employment

Any temporary or seasonal agricultural or fishing work can be considered qualifying employment if it constitutes a principal means of livelihood for the workers and their families.

An agricultural activity is any activity directly related to the production or processing of crops, dairy products, poultry or livestock for initial commercial sale or personal subsistence; the cultivation or harvesting of trees; and fish farms.

A fishing activity is any activity directly related to catching or processing fish or shellfish for initial commercial sale or personal subsistence.

Seasonal employment relates to agricultural or fishing activities dependent upon natural cycles, such as planting, cultivating, and harvesting food.

Temporary employment relates to agricultural or fishing activities that are not permanent and usually last no longer than 12 months. Some such work, though available on a year-round basis, may still be temporary if the worker is not likely to remain permanently at the job because of working conditions, intermittent periods of slack demand, or if an industrial survey has been completed by the agricultural business indicating a turnover rate of 50% in a twelve-month period of time.

Enrolling

Project personnel must complete Family Interview Forms (FIFs) to obtain health, social, and educational information and Certificates of Eligibility (COEs) to verify the migratory status of children. The signature of the recruiter on the COE verifies the accuracy of the information. It formally confirms that parents or guardians have been advised of available Title I.C. services, of the maintenance and

transmittal of the children's records through the state database, and that the children will participate in the program for as long as they are eligible unless parents or guardians withdraw permission.

As soon as possible after the children's enrollment, COEs and FIFs must be completed and submitted to the regional Title I.C. Migrant Education Centers. Because COEs are used to determine state funding in subsequent years, **copies of all COEs must be retained for eight years.**

The Title I.C. Migrant Education Center enters FIF and COE information into the state database system for transmission to the next enrolling school. This meets the legal requirement for interstate and intrastate coordination that provides for educational continuity of migrant children.

At the beginning of each succeeding school year, each school district receives from the Title I.C. Migrant Education Center a master list of all migrant children enrolled during the previous year. The list verifies that each child still resides in the state and the state database is accurately updated.

Responsibilities of Participating School Districts

- identify all migrant children up to the age of 22, obtain documentation of their eligible migrant status and priority for service, and provide the information to the Title I.C. Migrant Education Center
- assess the educational, health, and social needs of the identified migrant children and develop objectives to address those needs
- review existing programs and resources to determine those which can help meet the needs of migrant children, and assure that the children have access to them
- develop Title I.C. funded, supplementary instructional programs, and arrange for support services available from the regional Title I.C. Migrant Education Centers
- maintain and regularly update educational and health records of migrant children and provide information to the regional Title I.C. Migrant Education Centers for entry into the state Title I.C. database and transmittal to schools where the children will next enroll
- inform Title I.C. project personnel of their required participation in inservice training provided by the regional Title I.C. Migrant Education Centers
- provide opportunities for participation of migrant parents in the educational activities of their children, and arrange for visits by Title I.C. staff to their homes
- establish a parent advisory council to consult with school district officials and staff in the planning, implementation, and evaluation of the project
- provide needs assessment, evaluation, financial, and other information needed for DESE to carry out its duties

See *Coordination Across Education Programs*:
[www.ed.gov/offices/](http://www.ed.gov/offices/OESE/MEP/programs.html)
[OESE/MEP/](http://www.ed.gov/offices/MEP/programs.html)
[programs.html](http://www.ed.gov/offices/MEP/programs.html)

Developing an Instructional Project for Migrant Children

Needs Assessment and Priority for Service

It is necessary to assess migrant students' needs and determine priority for Title I.C. Migrant Education services. Priority must be given to children whose academic performance puts them at risk of failure and whose most recent move occurred during the regular school year. Findings must be documented. Migrant students not having priority may be served if those meeting the service priority are already being served and there are no other resources available.

Planning Instructional Services

Instructional programs may be developed for the following groups: preschoolers, elementary school students, secondary school students, and youth who have dropped out. Priority is given to the group having the largest number of children or youth with greatest needs. To assist migrant students in meeting the Show-Me Standards, Title I.C. instructional programs should use effective strategies that:

- give primary consideration to providing extended learning time, such as extended school year and before- and after-school programs
- provide an accelerated, high-quality curriculum, including applied learning
- minimize removing children from the regular classroom for Title I.C. instruction

Serving Migrant Students with Limited English Proficiency

See *Serving LEP Students in MEP:*
[www.ed.gov/offices/](http://www.ed.gov/offices/OESE/MEP/programs.html)
[OESE/MEP/](http://www.ed.gov/offices/MEP/programs.html)
[programs.html](http://www.ed.gov/offices/MEP/programs.html)

LEP migrant students are eligible for Title I services on the same basis as other children. In other words, the district must use multiple, education-related objective criteria. **No longer must school districts demonstrate that the needs of LEP students stem from educational deprivation and not solely from their limited English proficiency.**

Title I.C. funds may not be used to provide services required to be made available to LEP students by other laws (e.g., Title VI of the Civil Rights Act or the Equal Educational Opportunities Act). Title I.C. instructional services for LEP students generally consist of bilingual in-class teaching assistants; English as a Second Language (ESL) instructional materials may be borrowed from the Title I.C. Migrant Education Center. Permission is required to use Title I.C. funds to hire a certificated ESL teacher.

Serving Migrant Students with Disabilities

Migrant children with disabilities are entitled to receive special education services regardless of the duration of their residency in the school district. They may also receive Title I.C. instructional services if this is specified in their Individualized Educational Plans (IEPs). Activities must be coordinated to increase program effectiveness, eliminate duplication, and reduce fragmentation of services for the students.

Serving Migrant Students in Title I Schoolwide Programs

See *Schoolwide*

Programs:

[www.ed.gov/offices/
OESE/MEP/
programs.html](http://www.ed.gov/offices/OESE/MEP/programs.html)

In planning a schoolwide program that includes migrant students, an eligible school may combine Title I.C. funds with other federal, state and local funds. Schoolwide staff must consult with parents of migrant children or organizations representing those parents, address the identified unique needs of the children, and document that services to address those needs have been provided.

Serving Migrant Students in Private Schools

School districts must offer instructional services to eligible private school migrant students. Title I.C. project personnel must confer with private school staff to determine if migrant students enrolled in private schools meet priorities for service and to inform the staff of how to assess the students' needs.

Serving Migrant Preschool Children

The families of all preschool migrant children should be included in the school district's Parents as Teachers program, regardless of the duration of their residency.

Title I.C.-funded preschool programs are approvable where no other preschool (such as Title I, Head Start, or Even Start) is available.

Serving Migrant Children in Summer Programs

Migrant children are entitled to services in Title I or state-funded summer programs. Title I.C. summer instructional programs may be funded where significant concentrations of migrant children exist for at least four weeks when other programs are not in operation.

Serving Migrant Youth Who Have Dropped Out

School districts in which migratory youth ages 16 through 21 reside, but are not enrolled in school, are encouraged to notify the regional Title I.C. staff. Through interagency collaboration, arrangements may be made to provide an evening GED or ESL class and transportation.

Approvable Title I.C. Instructional Activities

Activity	Staff	Instructional Time for Staff	Caseload	Instructional Time per Child
Preschool (short term)	Teacher certified in Early Childhood or Early Childhood Special Education	1.00 FTE = 6 or 7 hours per day or .50 FTE = 3 or 3.5 hours per day	5-10 per class, or 11-15 with instructional assistant	Daily, full day or Daily, half day
Preschool (regular term)	Teacher certified in Early Childhood or Early Childhood Special Education	1.0 FTE = 1,375 minutes per week (or increments of .25 FTE)	1.0 FTE = 20-40 (4 classes) 40-60 with instructional assistant	2 half days per week
Before or After School Tutorial	K-8: Teacher having Elementary certification or 9-12: Teacher having High School English certification	2 or 3 hours per week (may add one hour for planning)	5-10 per class	One hour, 2 or 3 times a week
In-Class Tutorial	Instructional Assistant with 60 semester hours of college credit (or fluency in second language if serving LEP students)	1.00 FTE = 1,800 minutes per week (includes coordinated planning time)	5-10 per class	Daily, varies according to students needs
Pull-Out Tutorial	K-8: Teacher having Elementary certification or 9-12 Teacher having High School English certification	1.00 FTE = 1,375 minutes per week (and coordinated planning time)	20-30 (total number of children to be served)	Varies, from 20 to 60 minutes per day, daily, or 3 times a week in groups of 2-4, or individually
Summer Program	Teacher with Elementary or ESL certification*	1.00 FTE = daily half or full day	5-10 per class, or 11-15 with instructional assistant	Daily, half or full day
Home-School Liaison**	Instructional Assistant with 60 semester hours of college credit (or fluency in second language if serving LEP students)	1.00 FTE = 1,800 minutes per week (or increments of .10 FTE)	160 (or increments of 16)	During and outside of regular school hours (log of time and effort must be maintained)

* Bilingual instructional assistant to work with migrant students in a state-funded summer program is approvable as long as they are under the supervision of a certified teacher.

** A list of duties is provided on the next page.

NOTE:

Written requests for exceptions must be submitted to DESE for approval prior to implementation.

Home-School Liaison

The Home-School Liaison coordinates activities between home and school, facilitating the school staff's ability to meet the needs of migrant students and the parents' ability to be involved in their children's education.

Specific responsibilities may include the following:

- **assist in reviewing school district enrollment forms to screen for migrant children**
- **assist in completing COEs and FIFs**
- **assist in enrolling migrant students in school**
- **assess student needs on an on-going basis and intervene as their advocate**
- **schedule time to assist students in or outside their classrooms and tutor LEP students in English under the supervision of a certified teacher**
- **assist parents in understanding the school's expectations of them and their children**
- **help parents become more actively involved in their children's education**
- **assist limited English proficient parents in communicating with school personnel**
- **distribute appropriate materials from the Title I.C. Migrant Education Center**
- **establish contact with school and community services such as Parents as Teachers, Head Start, Family Services, County Health, WIC, etc.**
- **assist students and their families to obtain necessary health and social services**
- **facilitate migrant student involvement in extracurricular activities**
- **assist in performing all project closeout duties at the end of the project year**

Allowable Costs in Local Projects

Staff Travel. Employees may be reimbursed for reasonable and necessary expenses, at the rate established by district policy, associated with travel to attend required inservice training workshops and regional PAC meetings, visit students' homes, and travel between schools on business for the Title I.C. project.

Instructional Materials, Supplies and Equipment. Because many migrant students are unable to purchase personal consumable school supplies, school districts may purchase these items for them. Instructional materials and equipment will be supplied by the Title I.C. Migrant Education Center and funds are not to be budgeted in the application.

Parental Involvement Activities. Expenses incurred for refreshments or meals, interpreters, mileage, baby-sitting, and printed materials provided during local Parent Advisory Council meetings are approvable. Similar expenses necessary for migrant parental participation in other school activities are approvable.

Pupil Transportation. If children enrolled in migrant preschool programs cannot be transported to and from school using the regular provisions for pupil transportation, such costs may be included in the application. The budgeted amount should be calculated on the basis of the school district's transportation rate (assigned by DESE) multiplied by the number of miles to be covered during the duration of the program.

Students enrolled in a tutorial program outside school hours may be transported as above, using a school bus, or may be transported by the teacher. Students requiring medical or dental attention or desiring to participate in extracurricular activities and having no means of transportation may also be transported by the teacher. The teacher may be reimbursed at the school district's mileage rate.

Food Services. Migrant children usually qualify for free breakfast and lunch programs. Provisions may be made for nutritious snacks for children enrolled in Title I.C. preschool programs, after-school tutorials, and for those older students in school districts having no breakfast program.

Lease Arrangements. To the extent possible, project instructional activities shall be conducted in facilities provided by the school district. If such facilities are not available, the school district may enter into a lease agreement, subject to prior approval from DESE.

Other Program Requirements

Inservice Training

As a condition of employment, Title I.C. project personnel **must** participate in inservice training provided through the regional Title I.C. Migrant Education Centers. These persons should be included in appropriate professional development activities offered by DESE or the school district.

Public Information

School districts must disseminate information about the program to the parents of the children to be served as well as to the general public. The dissemination may be in the form of newsletters, general press releases, or articles in the school newspaper. It is recommended that a specific mailing be sent to parents of participating children. If they are limited English proficient, information should be disseminated in their native language.

Support Services Available Through MEP Centers

[www.dese.state.mo.us/
divinstr/fedprog/
entitlementgrants/
migrant/](http://www.dese.state.mo.us/divinstr/fedprog/entitlementgrants/migrant/)

The Title I.C. Migrant Education Centers house a variety of instructional materials and equipment for school districts to borrow. School districts must restrict usage to migrant children only and exercise reasonable care and safekeeping.

Most school districts are in a position to provide health and social services to meet migrant students' needs through their own health programs, Title I programs and agencies in the school community. Every possible source from which health and social services might be obtained must be exhausted before migrant children are referred to the regional Title I.C. Migrant Education Centers for additional assistance.

Regional Title I.C. Migrant Education Center personnel are available to provide the following additional assistance to school districts:

- information and supplies for high school correspondence courses available for Texas-based migrant students**
- trained personnel to administer the Texas Assessment of Academic Skills (TASS)**
- instructional materials, hardware and software, including ESL instructional resources**
- staff to provide supplementary health services and instructional activities**
- development of instructional activities for educational field trips**
- translation of written school information, forms, brochures, etc.**
- interpreting services for school meetings**

Parent Involvement

School districts should comply with the parental involvement requirements of Title I outlined in this manual. Parents with limited English proficiency must be afforded the opportunity for full participation.

Local Parent Advisory Councils (PACs)

 Additional guidance: refer to Title I Parent Involvement on pages 32-36 of this manual.

A migrant PAC must be established in those school districts whose projects extend for the duration of the school year. At least one meeting should be held annually, at which school officials consult with the PAC regarding the operation of the project. While the majority of the membership of the PAC must consist of migrant parents or guardians, it may also include teachers, counselors, librarians, administrators and others who know the needs of the migratory children. All migrant parents and guardians should be encouraged to become members, and meetings should be scheduled at their convenience.

Local PACs have the following rights and responsibilities to:

- request from the regional Title I.C. Migrant Education Centers, a program for training the members to carry out their responsibilities**
- request a copy of the Title I.C. statutes, federal regulations and state guidelines**
- request a copy of any report resulting from state monitoring of the local project**
- make recommendations to the school district for planning, implementing and evaluating the project**

Regional Parent Advisory Councils

The regional Title I.C. Migrant Education Centers schedule at least one regional PAC meeting each year for the purpose of providing Title I.C. Migrant Education Center staff the opportunity to consult with project parents and staff. Each project school is required to send one or more parent representatives from the local PAC. A migrant teacher or administrator may also attend, as long as the majority of the voting members of the regional PAC are parents.

The regional PAC members have the following rights and responsibilities:

- review local applications and make recommendations for program changes**
- review the state's administration of the Title I.C. and make recommendations for changes**
- review the evaluation design including the objectives to be measured and the methodology for collecting and reporting data**
- recommend actions to be taken by DESE to remedy problems at the local or regional levels**

Evaluation

Districts with regular term Title I.C. projects should comply with the requirements listed under “LEA Review and School Improvement” in the Title I guidelines.

Student answer sheets for the state assessment should be marked to indicate those students who are migrant. A district report of the scores is reviewed by DESE to improve the provision of services by either: a) disapproving a project application to continue in a succeeding year if the project is not making substantial progress toward meeting the academic standards; or b) approving changes in the project that will enable it to meet those standards.

Skills Presented/Skills Mastered Rating Procedures

For Title I.C. projects of short duration, such as summer programs or those which serve children of apple harvesters or other seasonal workers, an alternative teacher-constructed skills rating procedure is appropriate.

This skills-based process of instructional management and evaluation is described in the following steps:

- 1.** Immediately upon the student’s arrival, all needs assessment and test information available is reviewed. The Brigance Inventory or some other brief academic measure may be administered to obtain helpful information. A written plan is made for presenting skills to be mastered.
- 2.** Instruction is offered based on the skills determined to be most critical. Frequent consultations with the student’s other teachers provide additional direction.
- 3.** Informal evaluation is conducted to determine the student’s progress on skills mastered and new skills critical for further instruction. Records of skills presented and mastered are completed.
- 4.** At the end of the program or when a student withdraws, student achievement is summarized to evaluate the effectiveness of the program. Results are submitted to the regional Title I.C. Migrant Education Centers.

Evaluation of Preschool Programs

Each preschooler enrolled in a Title I.C. project will be pre/post tested using the Brigance Preschool Screen or the Dial-3 for Three and Four Year Old Children. Upon receipt of scores, regional Title I.C. Migrant Education Center staff will generate a report to be used to design program improvements for the succeeding school year.

Evaluation of Other Desired Outcomes

The Title I.C. project should be designed to address objectives for improving self-concept development, promotion, attendance, parental involvement, credit accrual for graduation, library book reading, and delivery of needed health services. Data collected is used to determine the degree to which the program has measurable positive influences on migrant children.

Title II: Dwight D. Eisenhower Professional Development: Specific Guidelines

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Legislative Purpose

See *IASA, Title II, Sec. 2002*
www.ed.gov/legislation/ESEA/toc.html

The purpose of the program is to assist schools in improving the teaching and learning of all students by providing sustained and intensive high-quality professional development that:

- is tied to the Show-Me Standards
- reflects recent research
- supports effective teaching of the content areas
- incorporates effective strategies to meet the needs of historically underrepresented students (such as females, minorities, individuals with disabilities, individuals with limited English proficiency, and those who are economically disadvantaged)
- is of sufficient intensity and duration to have a positive and lasting impact

Needs Assessment and School District Professional Development Plan

Missouri Professional Development Guidelines for Student Success, Section I, page 11:
www.dese.state.mo.us/divrbteached/profdev/guide.html

School districts are required to develop a professional development plan based on a needs assessment that includes student achievement data. At a minimum, the needs assessment must be conducted every three years with input from public and nonpublic teachers, including Title I teachers. The locally selected needs assessment procedures will be monitored during the MSIP review cycle.

Districts should integrate their professional development plan into the CSIP plan, required under MSIP. The plan must contain objective (measurable) performance indicators that provide direction for program planning.

Consortium Requirement

See *IASA, Title II, Part B, Sec. 2204*
www.ed.gov/legislation/ESEA/toc.html

Those districts receiving an entitlement less than \$10,000 must form a consortium with another district in order to be eligible to participate. DESE may grant a waiver of this requirement to districts that plan a project that is of sufficient size, scope, and quality to be effective. A waiver of the consortium requirement can be requested in the consolidated application.

Student-Use Materials

No materials designed for student use, including kits, lab materials, books, or other types of student-use materials in single or multiple forms are allowed, not even for demonstration purposes.

Allowable Uses of Funds

Activities funded with Title II must:

- **be focused on improving student achievement**
- **be connected to the district's or building's Comprehensive School Improvement plan**
- **provide the opportunity for active learning and practice of new skills**
- **provide the opportunity to learn and share new knowledge and skills in subject content and/or teaching strategies**
- **have immediate application for improved instruction**
- **be sustained over time, including additional information, time for practice, and sharing of results with colleagues**
- **be research based and proven effective**
- **be supported with time and teacher materials for effective implementation**
- **be evaluated based on impact on teacher effectiveness and student learning**

Sixteen specific types of activities are allowed. These include:

1. Professional development for certified school staff to support teaching that is consistent with the Show-Me Standards.
2. Professional development of teachers or inservice training for other staff (including paraprofessionals) in the core academic subjects.
3. Follow-up to previous professional development.
4. Partnerships among schools and institutions of higher education to facilitate ongoing professional development and quality preservice.
5. The establishment and maintenance of local professional networks.
6. Preparing teachers in the effective use of educational and assistive technology as instructional tools for increasing student understanding of the core academic subjects.
7. Professional development to facilitate opportunity to meet the state standards for students who are historically underrepresented or disabled.

- 8.** Recruitment of teachers from historically underrepresented groups into the teaching of science and mathematics.
- 9.** Incentives for teachers to become certified by nationally recognized professional teacher enhancement programs, such as the National Board Certification developed by the National Board for Professional Teaching Standards.
- 10.** Training to better enable collaboration for students with disabilities.
- 11.** Preparing teachers to work with parents and families on fostering students' achievement in the core academic subjects.
- 12.** Support for new teachers.
- 13.** Professional development for teachers, parents, early childhood educators, administrators and other staff to raise student performance in preschool transition programs.
- 14.** Professional development activities to train teachers in innovative instructional methodologies designed to meet diverse learning needs of individual students.
- 15.** Professional development to facilitate parent or family participation in the learning process.
- 16.** Professional development activities designed to increase the number of women and other underrepresented groups in school administration.

Activity Assessment

The district must assess activities funded with Title II in relation to the performance indicators identified in the professional development plan or CSIP.

NOTE:

The intent of the program is not to spread resources broadly but to focus on specific needs identified at the district level through the district's assessment procedures.

Local Cost-Sharing

School districts must provide 33 percent of the cost of the activities (total funds budgeted), excluding the cost of services provided in the project for nonpublic schools. Some possible resources for districts to meet this requirement include:

- cash expenditures of funds from any nonfederal sources that are used for professional development, including that portion of the

district's share of the School Foundation Program reserved for professional development

- release time for teachers
- funds used for professional development under Titles I, IV, and VII
- funds used for professional development under the Women's Educational Equity Act, Goals 2000: Educate America Act, or Individuals with Disabilities Education Act (IDEA)
- funds used for professional development under programs funded by other federal agencies such as the National Science Foundation

The match is not required as a part of the application, but the district must have documentation on file to verify that the match has been made.

Statutory Requirements to Consider Needs of Historically Underrepresented

Because of the national need for qualified professionals in highly technical fields related to mathematics and science, participants in the Eisenhower program are required to take into account the need for greater participation in these subjects by the historically underrepresented.

Traditionally, this group may include females, minorities, individuals with limited English proficiency, the economically disadvantaged, and groups of individuals with disabilities. Any group not participating in advanced level elective classes in ratios that match the group's proportion in the student body may be considered an "underrepresented" group for that school. Females and minorities, likewise, are underrepresented in the group of professionals teaching these classes.

Funds may also be used for professional development activities designed to increase the number of women and other underrepresented groups in the administration of schools.

Title IV: Safe and Drug-Free Schools and Communities (SDFSC):

Specific Guidelines

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Legislative Purpose

See *IASA, Title IV Sec. 4003*.
www.ed.gov/legislation/ESEA/toc.html

The purpose of the program is to support projects designed to meet the seventh National Education Goal by preventing violence in and around schools and by strengthening programs that prevent the use of tobacco, alcohol, and other drugs. The SDFSC provides for linkages between schools and communities and encourages community-wide strategies in support of comprehensive drug and violence prevention. The authorized prevention activities within the SDFSC allow local communities to develop drug and violence prevention plans to assist them in achieving the goals of providing safe, disciplined, and drug-free learning environments for all young people.

Advisory Council

School districts must develop their application in consultation with a local or regional advisory council that includes representation from several segments of the community including, to the extent possible: representatives of local government, business, parents, students, teachers, pupil services personnel, appropriate state agencies, private schools, the medical profession, law enforcement, community-based organizations, and other groups with interest and expertise in drug and violence prevention. School districts may use an existing advisory council with appropriate representation or create a new advisory council.

NOTE:

The council has additional responsibilities, including disseminating information about drug and violence prevention programs, advising the district on coordination with community organizations, reviewing surveying results, evaluation and other data, and advising the school district on how to improve drug and violence prevention programs.

Safe and Drug-Free Schools and Communities (SDFSC) Student Survey

The district is required to conduct a student survey every two years. DESE will send out information to indicate the time and grade levels to be surveyed. If the district uses the Safe and Drug Free Schools and Communities Student Survey and sends the scan sheets to ARC by the indicated date, the district will receive a summary report at no cost to the district. If the district chooses to use a different survey, Title IV funds may be used, in which case the district must still obtain parent permissions.

NOTE:

The SDFSC student surveys should be used in the district's needs assessment and for evaluating the effectiveness of the Title IV program.

District Plan for Drug and Violence Prevention

The district's plan for drug and violence prevention, to be included in the district's CSIP plan, must address needs identified in the on-going needs assessment. The plan must include activities to promote involvement of parents and coordination with community groups and agencies. Additionally, it must include a plan for distribution of information about the school district's prevention efforts. The plan must be coordinated with Goals 2000: Educate America Act as well as Titles I, II, VI, IX (Indian Education), and VII (Bilingual and Emergency Immigrant Education) of IASA.

The application for funds must be directly related to this plan.

SDFSCA Principles of Effectiveness:
[www.dese.state.mo.us/
divinstr/fedprog/
instrucimprov/
prevention/](http://www.dese.state.mo.us/divinstr/fedprog/instrucimprov/prevention/)

Implementation of the district's Title IV program must be based on the *Principles of Effectiveness* issued by the United States Department of Education in July 1998.

The four Principles of Effectiveness are as follows:

- The district shall base its program on a thorough assessment of objective data about the drug and violence problems in the schools and communities served.**
- The district shall, with the assistance of a local or regional advisory council, which includes community representatives, establish a set of measurable goals and objectives, and design its activities to meet those goals and objectives.**
- The district shall design and implement its activities based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence, or disruptive behavior.**
- The district shall evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.**

The district must publicly report progress toward attaining the objectives specified in the CSIP.

Distribution of Funds to School Districts

See Part III. B-1
Allocation of greatest
need funds at:
[www.ed.gov/legislation/
ESEA/compliance/
safe.html](http://www.ed.gov/legislation/ESEA/compliance/safe.html)

Seventy percent of the funds available for school districts are distributed by DESE according to the relative enrollments in public and nonpublic schools of each district. The additional 30 percent is distributed to those school districts identified by DESE as having the **greatest need** for additional funds. The number of those districts so identified may be no more than 10 percent of the total number of school districts in the state.

Carryover

If a district does not spend all SDFSC funds available in a particular program year, up to 25 percent may be carried over to the following year. The carryover amount is to be added to the new entitlement and included in the total budget of the district's application for the succeeding program year. The same funds may not be carried over by a district for more than one fiscal year.

Research Based Curriculum

Effective Prevention
Curriculum:
[www.dese.state.mo.us/
divinstr/fedprog/
instrucimprov/
prevention/](http://www.dese.state.mo.us/divinstr/fedprog/instrucimprov/prevention/)

Based upon the *Principles of Effectiveness*, a school district is encouraged to select a curriculum that research has shown to be effective. There is a list of proven research based curricula in Handout C that accompanies this manual.

If the district chooses to adopt a locally developed curriculum, it will need to complete the assurance of meeting the criteria for effective alcohol, tobacco, and other drugs and/or violence prevention curriculum on the Title IV component of the Consolidated Federal Programs Application.

Allowable Uses of Funds

See *IASA, Title IV
Sec. 4116*:
[www.ed.gov/
legislation/ESEA/
toc.html](http://www.ed.gov/legislation/ESEA/toc.html)

Both violence and drug prevention should be addressed in the district's comprehensive program.

The list of activities that may be implemented with SDFSC funds includes:

1. Age-appropriate, developmentally based drug prevention and education programs for all students, PK-12, that address the legal, social, personal and health consequences of the use of alcohol and other drugs, promote a sense of individual responsibility, and provide information about effective techniques for resisting peer pressure to use tobacco, alcohol and other drugs.
2. Programs of drug prevention, comprehensive health education, early intervention, pupil services, mentoring, parent education, or rehabilitation referral, which emphasize students' sense of individual responsibility and which may include:
 - the dissemination of information about drug prevention

- the professional development of school personnel, parents, students, law enforcement officials, judicial officials, health service providers and community leaders in prevention, education, early intervention, pupil services or rehabilitation referral
- the implementation of strategies, to integrate the delivery of services from a variety of providers, to combat illegal alcohol, tobacco and other drug use, such as:
 - ⇒ family counseling
 - ⇒ early intervention activities that prevent family dysfunction, enhance school performance, and boost attachment to school and family
 - ⇒ activities, such as community service and service-learning projects, which are designed to increase students' sense of community.

3. Age-appropriate, developmentally based violence prevention and education programs for all students, PK-12, that address the legal, health, personal, and social consequences of violent and disruptive behavior, including sexual harassment and abuse, and victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.
4. Violence prevention programs for school-aged youth, which emphasize students' sense of individual responsibility and may include:

- the dissemination of information about school safety and discipline
- the professional development of school personnel, parents, students, law enforcement officials, judicial officials, and community leaders in designing and implementing strategies to prevent school violence
- the implementation of strategies, such as conflict resolution and peer mediation, student outreach efforts against violence, anti-crime youth councils (which work with school and community-based organizations to discuss and develop crime prevention strategies), and the use of mentoring programs, to combat school violence and other forms of disruptive behavior, such as sexual harassment and abuse
- the development and implementation of character education programs, as a component of a comprehensive drug or violence prevention program, that are tailored by communities, parents, and schools
- comprehensive, community-wide strategies to prevent or reduce illegal gang activities

5. Supporting “safe zones of passage” for students between home and school through such measures as Drug- and Weapon-Free School Zones, enhanced law enforcement, and neighborhood patrols.*
6. Acquiring and installing metal detectors and hiring security personnel.*
7. Curricula and professional development for teachers and other staff that promote awareness of and sensitivity to alternatives to violence through courses of study that include related issues of intolerance and hatred in history.
8. The promotion of before- and after-school recreational, instructional, cultural, and artistic programs in supervised community settings.
9. Drug abuse resistance education programs which are designed to teach students to recognize and resist pressures to use alcohol and other drugs. This includes activities such as classroom instruction by uniformed law enforcement officers, resistance techniques, resistance to peer and gang pressure, and provision for parental involvement.
10. The evaluation of any authorized activities.

***School districts may not use more than 20 percent of their SDFSC funds to acquire and install metal detectors, to hire security personnel, or to support “safe zones of passage.”** Additionally, districts may use funding for these purposes only if funding for such activities is not received from other federal sources.

NOTE:

Alcohol and drug treatment and giveaway items are not allowable uses of funds.

Importance of Parent and Community Involvement

While school programs can achieve impressive prevention results, families and communities shape the larger social context in which children make decisions about alcohol, tobacco, and drug use. Prevention is most effective when school lessons are reinforced by a clear, consistent social message that teen alcohol, tobacco, and drug use is harmful, unacceptable and illegal. Involving families and communities in prevention greatly enhance the impact of school curricula.

Resources Provided by the Legal Drug Industry

SDFSC funds shall not be used to purchase materials, services, or programs funded by or associated with the legal drug (tobacco and alcohol) industry. Neither shall SDFSC funds be used to pay salaries of school personnel during the time they use such materials in the classroom or in parent or community training activities. Schools are strongly encouraged not to use these materials or programs for any purpose at any time.

Title VI: Innovative Education Program Strategies: *Specific Guidelines*

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Class-Size Reduction Program

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Legislative Purpose

See *IASA, Title VI, Sec. 6001*:
www.ed.gov/legislation/ESEA/toc.html

The purpose of the program is to support projects designed to meet the National Education Goals by:

- Supporting local education reform efforts which are consistent with and support statewide reform efforts under Goals 2000: Educate America Act
- Providing funding to implement promising educational reform programs
- Providing a continuing source of innovation, and educational improvement, including support for library services and instructional media materials
- Meeting the special educational needs of at risk and high cost students.

Statewide Bypass Provision for Nonpublic Services

Because of the state's statutory restrictions on the use of public funds for services to nonpublic school children, Missouri annually requests a statewide bypass for funding Title VI services to nonpublic schools. This bypass, if granted by federal officials, enables the awarding of a contract by the federal government to an agency other than DESE to administer the bypass and provide services for participating nonpublic schools in Missouri. A public school district should not, therefore, plan to provide services to nonpublic school children when preparing its application.

Distribution of Funds to School Districts

DESE distributes funds available to school districts according to relative district enrollments of public school children. Distribution is adjusted, however, to provide higher per pupil allocations to districts that have the greatest percentages of children whose education imposes a higher than average cost per child.

Allowable Uses of Funds

See *IASA Title VI, Part C, Sec. 6301*:
www.ed.gov/legislation/ESEA/toc.html

The following supplementary innovative assistance activities are allowable:

1. Provision of equipment, software, or professional development in technology that is directly related to implementation of the comprehensive school improvement plan.
2. Purchase of instructional materials or computers (including media center materials and services), assessments, and other curricular materials that are required to promote achievement of the Show-Me Standards.
3. Implementation of reform activities.

4. Activities to improve the higher order thinking skills of disadvantaged elementary or secondary students to prevent them from dropping out of school.
5. Programs to combat illiteracy in students as well as parents and other adults.
6. Activities to provide for the educational needs of gifted and talented children.
7. School reform activities consistent with the Goals 2000: Educate America Act.
8. Support for Title I activities for school improvement and assessment.

NOTE:

The district analyzes the CSIP needs assessment in developing Title VI-funded strategies/action steps.

The overall effectiveness of the Title VI activities should be evaluated annually.

Systematic Consultation

The school district must agree to engage in systematic consultation with parents of students (not including those parents employed by the school district), teachers, administrators, and other local groups deemed appropriate in planning for use of the district's Title VI funds.

NOTE:

Those involved in systematic consultation must be made aware of all the allowable uses of funds.

This systematic consultation is a monitoring concern and the district should maintain records to document it. The documentation should include dates of consultation, names and roles of those participating, and recommendations discussed.

Class-Size Reduction Program

Purpose

[www.ed.gov/offices/
OESE/ClassSize/](http://www.ed.gov/offices/OESE/ClassSize/)

This new initiative is to help school districts recruit, hire, and train additional teachers to reduce class size to a national average of 18 students per class in grades K-3. Reducing class size can help ensure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently by the end of third grade.

Definitions

Class Size

The class size in a school may be determined by either the average number of students per regular class in each grade level in the school or the maximum number of children per regular class in each grade.

Only classroom teachers responsible for a child's primary classroom instruction (i.e., where the core curriculum is taught) should be counted in determining class size.

Pupil-teacher ratios, which typically include teacher aides, support personnel, or specialists such as counselors, librarians, art and music teachers, or physical education teachers, should not be used in determining class size.

If an LEA is calculating an average class size, it should include any special education students who are integrated into regular classrooms. It should not count special education students who are not integrated into the regular classroom in calculations of regular class-size averages.

Teacher

A teacher is defined as a person certified to teach the class to which he or she is assigned. This definition will include teachers of regular classrooms, special education teachers, and teachers of children with special needs such as those with disabilities or limited English proficiency.

NOTE:

This definition does not include administrative and support personnel, teacher aides, paraprofessionals, guidance counselors, librarians, or other specialists.

Applying for Funds

LEAs will receive allocations based on poverty census and school enrollment data. Districts will submit their proposed use of funds as part of the Consolidated Application for Federal Programs.

Each district will submit an application which indicates amounts budgeted for:

- **teacher salaries and benefits**
- **recruitment, training, and testing costs for additional, certified regular and special education teachers, and teachers of special needs children in grades K-3**
- **professional development for teachers**
- **administrative costs (no more than three percent)**

Districts will be required to provide information concerning the number of additional teachers hired, and of those teachers:

- the grades they will teach
- how many of the additional teachers will be “regular” classroom teachers
- how many of the additional teachers will fall into some other category such as reading specialist, ESL, special education, etc.

Districts must also include the class sizes before and after the hiring of additional teachers.

Requirements for Usage of Funds

See Q and A at:
www.dese.state.mo.us/divinstr/fedprog/grantmgmnt

Priority 1 - LEAs must first dedicate funds for the reduction of class sizes to 18 or fewer students in grades K-3 by hiring additional qualified teachers. The LEA must use a minimum of 72 percent of the funds it receives to recruit, hire, or train certified classroom teachers.

Priority 2 - If the LEA has already reduced class size in grades K-3 to 18 or fewer students, but some of its teachers for those grades are not certified to teach in the classrooms to which they are assigned, the LEA must first develop and implement a plan with specific activities or programs that will ensure that all teachers in those grades will become fully certified within the shortest possible time period.

The LEA may use a maximum of 25 percent or \$10,000, whichever is greater, of the funds to provide high-quality professional development.

The LEA may use a maximum of 3 percent for administrative costs. These costs may include expenses associated with the annual report card LEAs must issue under this program.

If the LEA has already reduced class size in grades K-3 to 18 or fewer students with qualified teachers, it may use up to 100 percent of the funds to:

- make further class-size reductions in grades K-3
- reduce class size in other grades
- carry out activities to improve teacher quality, including high-quality professional development

NOTE:

Funds may not be used to increase teacher salaries.

Acceptable Routes to Reducing Class Size

1. Hiring additional teachers
2. Having two certified teachers teach simultaneously in a single classroom
3. Hiring an additional teacher for a grade level and dividing the students among the teachers for sustained periods of instruction each day in priority subjects such as reading or math
4. Hiring an additional certified teacher who works with a portion of the students in a class for reading or math instruction, while the others remain with the regular classroom teacher
5. Converting to a year-round school.

Nonpublic Participation

LEAs must ensure equitable participation of teachers from non-public schools in any professional development activities paid for with Class-Size Reduction funds. However, the equitable participation requirement does not apply to the activities of recruiting and hiring of teachers; therefore, non-public schools may not use these funds to hire additional teachers.

Accountability

Each district receiving funds will agree to provide an annual school report card to parents, taxpayers, and the state with clear information on how student achievement has been affected by hiring additional, highly qualified teachers and reducing class size.

NOTE:

Information to be included in the annual school report card is a description of how class sizes were reduced with funds from this program - numbers of teachers hired, grades to which new teachers were assigned, class sizes before and after the hiring of additional teachers, and student achievement data.

Title I Student Selection: Using Multiple Criteria

Handout

B

Federal Funds Help Sheet for Nonpublic Schools

List of Proven Research Based Curricula

Caseload Options
